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Setting Priorities and Managing Paper Works as Correlates of Principals' Administrative Effectiveness in Ekiti State Secondary Schools

Author(s), AKINYEMI, Tolulope Francisca

Abstract:

The study examined setting priorities and managing paper works as correlates of principals' administrative effectiveness in Ekiti State secondary schools. The descriptive survey research design was adopted in this study. The population of this study consisted of all principals in 203 public secondary schools in Ekiti State. The sample which consisted of 30 principals and 600 teachers were selected through multi-stage sampling procedure from 30 public secondary schools in Ekiti State. Setting Priorities and Managing Paper-works Questionnaire (SPMPQ) and Principal Administrative Effectiveness Questionnaire (PAEQ) were used to collect relevant data for the study. The face and content validity of the instruments (SPMPQ and PAEQ) were ascertained. The reliability of the instruments SPMPQ and PAEQ was determined through the test re-test method in two secondary schools outside the sampled area. A co-efficient value of 0.82 was obtained for SPMPQ while 0.79 was obtained for PAEQ. The research question was answered using descriptive statistics. Hypotheses 1 – 2 were tested using inferential statistics of Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The findings of the study revealed that the level of principal administrative effectiveness in Ekiti State secondary school was moderate. It was further revealed that setting priorities and managing paper works will positively improve administrative

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effectiveness of principals in secondary schools. It was recommended among others that school principals should set priorities in dealing with administrative issues. The more important ones should always be treated before the less important issues.

Keywords: Setting Priorities, Managing Paper Works, Principals, Administrative Effectiveness,

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Introduction

It is understandable that school principals play the important role in making school administration as effective as possible. Consequently, effective and successful principal must have a clear and timely vision that shows how all components of a school will work together. Correspondingly, work effectiveness of the school system needs an atmosphere of mutual trust and understanding between the school heads and their assistants in developing school goals, creating a unity of purpose, facilitating communication, and managing instruction (Biech, 2010).

In Nigeria today, there is an increasing public fear and complaints that the administrative effectiveness of the principals is endangering the goals of secondary school education. This need be proved afar public speculations through empirical studies. There are speculations and discoveries that lack of time management skills of many schools principals jeopardize the administrative effectiveness of the schools and teachers obligation in general. From the researcher's observation that some of the symptoms of administrative ineffectiveness are poor supervision of teaching-learning process, lack of discipline among the staffers and students, lack in leadership role, lack of good communication, poor decision making, lack of good performance appraisal and poor resource management among others.

The successful realization of goals needed by school appears to depend on principal ability to manage school time and other limited resources. Nevertheless, personal observation of the researcher revealed cases of inadequate coverage of scheme of work, and failure to meet school targets which may be due to principals' time wastage during meetings, unnecessary assembly activities, not setting of urgencies and poor management of paperwork among others in secondary schools in Ekiti State.

Setting priority is a way school principals can abide by time management and increase administrative effectiveness. Main concern involved in scheduling of time for various activities according to its importance. Activities take different forms and different amounts of time, so to appropriately use one's time, it is vital to estimate how long a task will take and allow that amount of time for the task. To get a more accurate estimate, an administrator needs to keep track of how he uses his time for a week. This will aid him on how to get a better idea of how much he wishes to spend on each activity, assignment and programme (Ekpenyong, 2016).

According to Ajayi (2007), he recommended personal time analysis charts for actual time scheduling when setting priorities. According to him, this will show the times in the day and the days in the week in which specific activities come up. Instituting urgencies, includes tasks such as devoting time every day to plan out the day, week, and month's jobs and prioritising them by preparing lists on urgency basis and setting deadlines. Setting urgencies involve having clear ideas about job's drives, making a daily priority list, sharing master list of all priorities to school personnel, assessing daily to-do list at the end of the day, and setting clear priorities to subordinates.

It seems that some secondary school principals fail to set precedence for themselves and for subordinates especially at the beginning of the term or session. This is the reason some of these schools regularly chain various activities together when the term or session is about to end and this harmfully affect administrative effectiveness.

Managing paperwork includes curtailing the volume of paper on the desk, responding quickly to letters, proposals, memos, faxes, reports, forms, and having an efficient filing system. Managing paperwork is of paramount value, this is because it is the basis through which effective and efficient school administration and time management can be achieved. According to (Khan,

Khan, Din & Khan, 2016) speaking generally, managing paperwork deals with data documentation to its greatest update towards attaining any organizational objectives and in guaranteeing time is not wasted in replying most of these mails.

In certain cases, the tables and offices of most of these principals are crowded with a lot of papers and vital records or documents are littered around in their offices. In this process, some documents and records are not easily reachable when needed as a whole day or more might be spent on finding the documents. Similarly, some mails which required urgent answer are not easily attended to because of poor management of paperwork. Due to poor management of paperwork of some school principals, administrative functions are affected thereby affecting administrative effectiveness.

The study therefore examined setting priorities and managing paper works as correlates of principals' administrative effectiveness in Ekiti State secondary schools. The study specifically examined:

- **i.** the level of principal administrative effectiveness in secondary schools;
- **ii.** the relationship between setting priorities and principal administrative effectiveness; and
- **iii.** the relationship between managing paper works and principal administrative effectiveness.

Research Question

This research question will be raised to guide the study:

1. What is the level of principal administrative effectiveness in secondary schools in Ekiti State?

Research Hypotheses

The following null hypotheses were formulated for this study:

1. There is no significant relationship between setting priorities and principal administrative effectiveness.
2. There is no significant relationship between managing paper works and principal administrative effectiveness.

Methodology

The descriptive survey research design was adopted in this study. A survey research studies a small sample from a large population from where inferences would be drawn about the characteristics of the defined population. The population of this study consisted of all principals in 203 public secondary schools in Ekiti State. The sample for the study consisted of 30 principals and 600 teachers from 30 public secondary schools in Ekiti State. The sample was selected using multistage sampling procedure.

In stage one, two Local Governments were selected from each of the three senatorial districts in Ekiti State using simple random sampling technique. In stage two, five public secondary schools were selected from each of the six local governments selected for the study using simple random sampling technique. In stage three, twenty teachers were selected from each of the schools through random sampling technique. The administrative effectiveness of each of the principal was assessed by twenty teachers from each of the school. In stage four, the principals of each of the schools were selected using purposive sampling technique.

Setting Priorities and Managing Paper-works Questionnaire (SPMPQ) and Principal Administrative Effectiveness Questionnaire (PAEQ) were used to collect relevant data for the study. Both instruments (SPMPQ and PAEQ) were of two sections. Section A of SPMPQ sought for bio – data information of the respondents while section B consisted of 14 items. Seven items measured each of the 2 independent variables, namely: setting priorities and managing paper works. Section

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A of PAEQ also sought for bio – data information of the respondents while Section B consisted of 26 items to assess administrative effectiveness in the areas of supervision, maintenance of discipline, leadership role, communication role, decision-making role, performance appraisal, and resource management. Four items measure each of the areas of administrative effectiveness. Likert 4 point rating scale of preference was used for both instruments as follows: Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA).

The face and content validity of the instruments (SPMPQ and PAEQ) were ascertained. Fourteen items constructed for SPMPQ and 26 items constructed for PAEQ were presented to experts in Educational Management and Tests & Measurements to scrutinize them in order to ascertain its face and content validity. Experts ensured that the items in the questionnaire contained and represented adequately the traits being measured.

The reliability of the instruments SPMPQ and PAEQ was determined through the test re-test method in two secondary schools outside the sampled area. The instrument (PAEQ) was administered on 30 teachers while the other instrument (SPMPQ) was administered on 12 Head of Departments, Vice Principals and principals. Within a period of two weeks, the instruments were re-administered on the same set of respondents. The two sets of responses were correlated using the Pearson Product Moment Correlation statistics. A co-efficient value of 0.82 was obtained for SPMPQ while 0.79 was obtained for PAEQ. Both co-efficient values obtained were considered statistically high to make the instruments reliable.

The data collected through the instruments were analyzed using descriptive and inferential statistics. The research question was answered using frequency counts, percentage, mean, standard deviation and Bar chart. Hypotheses 1 – 2 were tested using inferential statistics of Pearson Product Moment Correlation (PPMC). All hypotheses were tested at 0.05 level of significance.

Results

Research Question 1: What is the level of principal administrative effectiveness in secondary schools in Ekiti State?

In analyzing the question, respondents' scores on principal administrative effectiveness were used. Frequency counts, percentages, mean and standard deviation score were used to illustrate the responses to items 1 – 26 in section B of Principal Administrative Effectiveness Questionnaire (PAEQ). To determine the level of principal administrative effectiveness (low, moderate and high), the mean score and standard deviation of the responses were used. The low level of principal administrative effectiveness was determined by subtracting the standard deviation from the mean score (77.67 – 3.24 = 74.43). The moderate level of principal administrative effectiveness was determined by the mean score (77.67) while the high level of principal administrative effectiveness was determined by adding the mean score and standard deviation (77.67 + 3.24 = 80.91). Therefore, low level of principal administrative effectiveness starts from 26.00 to 74.43, the moderate level starts from 74.44 to 80.90 and the high level of principal administrative effectiveness is from 80.91 to 104.00. The level of principal administrative effectiveness in secondary schools is presented in table 1 and figure i.

Table 1: Level of Principal Administrative Effectiveness in Secondary Schools in Ekiti State

Levels of principal administrative effectiveness	No of Respondents	Percentage
Low (26.00 – 74.43)	3	10.0
Moderate (74.44 – 80.90)	19	63.3
High (80.91 – 104.00)	8	26.7
Total	**30**	**100**

Table 1 revealed the level of principal administrative effectiveness in secondary schools in Ekiti State. The result showed that out of 30 principals, 3 principals representing 10 percent had low level of administrative effectiveness. The number of principals whose administrative effectiveness is at moderate level were 19 principals representing 63.3 percent while 8 principals representing 26.7 percent had high level of administrative effectiveness. This showed that the level of principal administrative effectiveness in secondary schools was moderate. Figure i further revealed the level of principal administrative effectiveness.

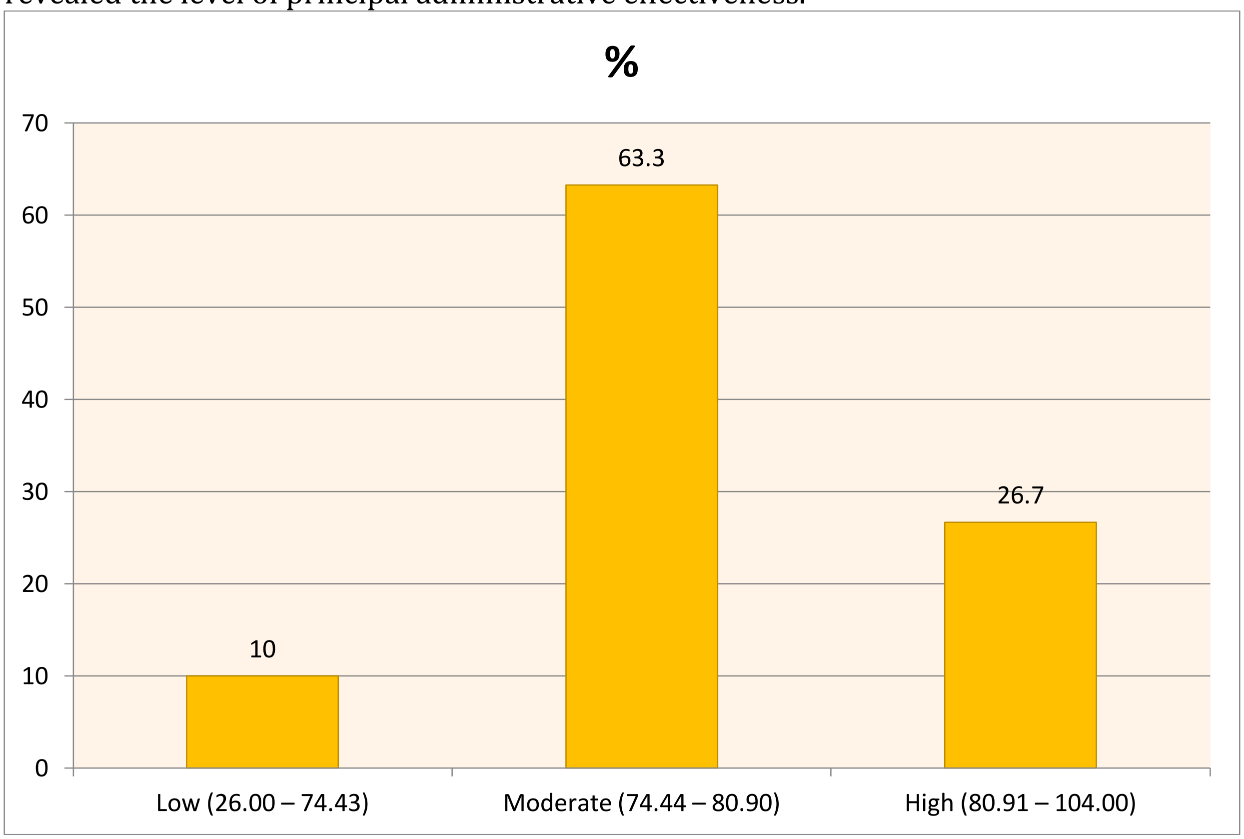

Figure i: Bar Chart Showing Level of Principal Administrative Effectiveness in Secondary Schools in Ekiti State

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between setting priorities and principal administrative effectiveness.

In testing this hypothesis, data on setting priorities were collected from the responses of the respondents to items under Section B of SPMPQ (item 1 – 7) in the questionnaire. Data on administrative effectiveness were collected from the responses of the respondents to items under Section B of PAEQ (item 1 – 26) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 2.

Table 2: Relationship between setting priorities and principal administrative effectiveness

Variables	No of Schools	Mean	Stand Dev	r-cal	r-tab
Setting Priorities	30	22.73	1.48	0.855*	0.361
Administrative Effectiveness	30	77.67	3.24		

*P<0.05

Table 2 showed that the r-cal value of 0.855 is greater than r-table (0.361) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between setting priorities and principal administrative effectiveness in Ekiti State.

Hypothesis 2: There is no significant relationship between managing paper works and administrative effectiveness.

In testing this hypothesis, data on managing paper works sub-variable of principals' time management were collected from the responses of the respondents to items under Section B of SPMPQ (item 8 – 14) in the questionnaire. Data on administrative effectiveness were collected from the responses of the respondents to items under Section B of PAEQ (item 1 – 26) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 3

Table 3: Relationship between managing paper works and principal administrative effectiveness

Variables	No of Schools	Mean	Stand Dev	r-cal	r-tab
Managing Paper Works	30	21.03	1.35	0.743*	0.361
Administrative Effectiveness	30	77.67	3.24		

*P<0.05

Table 3 showed that the r-cal value of 0.743 is greater than r-table (0.361) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between managing paper works and principal administrative effectiveness in Ekiti State.

Discussion

The study revealed that the level of principal administrative effectiveness in Ekiti State secondary school is moderate. The probable reason for this finding might be due to principal's time management which is above average. This finding is in consonance with findings of Akinfolarin (2017) who found out that principal administrative effectiveness has not reached the best level expected but still at the average level.

The study also revealed that there was significant relationship between setting priorities and principal administrative effectiveness. The reason for this finding might be because of the importance of setting priorities in school administration. This finding is in tandem with Fernandez (2011), Caputo and Rastelli (2014) and Omemu (2015) who found significant relationship between setting priorities and principal administrative effectiveness. However, Terpstra and Rozell (2004) in their study found no positive relationship between priority setting and administrative effectiveness. It could be inferred that when a principal set priorities, it will help in making adjustment where necessary and this will lead to efficiency and effectiveness in school administration.

The study further revealed that there was significant relationship between managing paper works and principal administrative effectiveness. The reason for this finding might be because managing paperwork in educational management is very vital to the continual existence of the school as an organization. Managing paperwork is of paramount value, this is because it is the basis through which effective and efficient school administration can be achieved. This finding supports the contention of Uzoho (2006), Khan, Khan, Din and Khan (2016) and Peter (2017) as they all concluded that a significant relationship existed between managing paper works and administrative effectiveness. The implication of this finding is that proper management of paperwork can lead to efficiency in school administration thereby leading to administrative effectiveness.

Conclusion

The study concluded that the level of principal administrative effectiveness in Ekiti State secondary school is moderate. It is further concluded that setting priorities and managing paper works will positively improve administrative effectiveness of principals in secondary schools.

Recommendations

Based on the conclusion, it was recommended that school principals should set priorities in dealing with administrative issues. The more important ones should always be treated before the less important issues. The principals should always give priorities to core administrative duties while allocating time. In addition, the school administrators should change their attitude from the traditional to innovative methods of managing paper works which involves the use of electronic means to manage paper works so that they can be more effective on their job.

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Effect of Instructional Simulation Strategy On Learning Outcomes of Secondary School Students in Biology in Ondo State, Nigeria

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Abstract:

The study examined the effect of instructional simulation strategy on learning outcomes of secondary school students in Biology in Ondo State, Nigeria. The study adopted quasi – experimental pre-test and post-test two group design (experimental group and control group) research design. The targeted population for the study consisted of all the Senior Secondary School (S.S.S.) one students in public secondary schools in Ondo State. The sample consisted of 134 S.S.S. 1 students (class intact size) drawn from six public secondary schools in Ondo State. The sample was selected using multistage sampling procedure. Two research instruments namely Biology Achievement Test (BAT) and Questionnaire on Students' Interest in Biology (QSIB) were used to collect relevant data for this study. The face and content validity of the instruments were ensured by experts in Tests and Measurement and Biology Education. The reliability of the instruments was established using internal consistency method which yielded reliability co-efficient values of 0.74 and 0.78 for BAT and QSIB respectively. The data collected for this study were analyzed using descriptive and inferential statistics. The findings of the study revealed that the two groups (instructional simulation strategy and conventional method) were homogeneous at the commencement of the experiment. The use of instructional simulation strategy and conventional method enhanced performance and interest of students in Biology while instructional simulation strategy is the more effective. It was recommended among others that the use of instructional simulation strategy should be encouraged in Biology class in secondary schools so as to enhance better academic performance and interest of students in Biology.

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Introduction

One of the aims of Science Education is to improve students' interest in Science subjects. Biology, to be precise is central to many of the scientific areas of human endeavours and its teaching should be given a serious attention. Biology is the science which studies living things and concerns itself with the study of the structure, behaviour, distribution, the origin of plants and animals and their bond with their environments.

Biology is done at the Senior Secondary School (senior secondary one (S.S.S 1) to senior secondary three (S.S.S 3) classes) as a sole subject. This group of students at Junior Secondary School (J.S.S 1 – 3) had done Integrated Science which is aimed at preparing them for doing Biology at the Senior Secondary level. It has been detected that Biology is a welcome science subject among senior secondary school students because it has less mathematical calculations unlike Physics and Chemistry hence, has a very high enrolment of students in the external examination (Senior School Certificate Examination) more than Physics and Chemistry. It is also a well-known subject for prospective medical, engineering and agricultural students.

The Senior Secondary School Biology results of Ondo state from 2010 and 2019 were generally poor and deplorable over the years as revealed by the analysis of students' performance at the SSCE in the following table.

Statistical Data of WAEC Performance of Secondary School Students in Biology for the Year 2010–2019

Exam Year	No of Registered Students			% passed	% failed
	Total	M	F	A1 – C6	D7 – F9
2010	9683	4934	4749	35	65
2011	11144	5012	5532	32	68
2012	9239	4560	4679	39	61
2013	9043	4374	4669	29	71
2014	9829	4897	4932	35	65
2015	10072	4858	5214	39	61
2016	9189	4495	4694	43	57
2017	9258	4347	4911	44	56
2018	9312	4456	4856	42	58
2019	10141	4689	5452	46	54

Source: Ondo State Ministry of Education.

The report clearly displayed that the percentage of candidates that passed Biology at credit level and above in Ondo State was below 45%. One of the major and leading factors for poor performance in Biology examination by students is linked to the use of conservative method in the teaching of Biology in secondary school. Despite the recommendations for use of innovative methods for teaching and learning science by the Federal Ministry of Education's 6-3-3-4 curriculum reform, and suggestions by many Science Educators, reports from educators and researchers indicated that students' performance in Biology is still very poor. The poor performance of Biology students has been linked with the use of poor methods of teaching and lack of interest

The quest to restrain the inadequacies of the conventional method used in teaching and learning of Biology led to the discovery of other innovative teaching methods, such as, the concept mappings, instructional simulation, blended learning, simulations and games, spaced-learning, inquiry method, problem based learning among others (Opara, 2011). These innovative methods are considered as effective teaching methods that can increase students' performance and interest in Biology. One of the developing methods is instructional simulation strategy.

Simulation is considered as a representation of the behaviour or characteristics of a system through the use of another outlet specially a computer programme designed for the purpose (Krulik, 2010). Simulation is an instrument that enables learning through representation and practice in a repeatable, focused environment (Awodun, 2010). Simulation means imitation of situation. Simulation is otherwise known as 'the act of pretending or deception'. Simulation involves the use of model- a simplified version of authenticity which reduces the intricacy of a real-life situation, taking from reality only those important features of the learning objectives (Awodun, 2010).

It can mean making replicas or representations of machines for demonstration or analysis of difficulties but clearly illustrates real life or hypothetical situations. Simulation is used with the assistance of computer to simplify real life situation (simulation) and this could aid to manage the class, support unwilling learners, arouse gifted children and ease administration.

Simulations are instruments that enable learning through representation and practice in a repeatable, focused environment. It aids students to identify and understand factors which control the system and or forecast the future behaviour of a system. It can also bring into the classroom situation, aspects of the world or universe that are too luxurious, dangerous, abstract, difficult or too slow or too fast in occurrence to be comprehended. The use of simulations in the teaching and learning of Biology could help the understanding of abstract and difficult concepts by allowing students to develop their own understanding. As observed by Umoke and Nwafor (2014) , that the use of simulations to teach science gives encouraging results over time and permits the learner to manipulate variables or parameters and then observe the consequences of their actions.

Instructional simulation includes instructional elements that help a learner discover, navigate or obtain more information about that environment that cannot generally be attained from mere experimentation. (Eskrootchi & Oskrochi, 2010), views that Instructional simulations combine visual and interactive learning experiences, promotes application of knowledge, and provides a simplified representation of real world system.

The integration of instructional simulation in Biology classrooms can offer an effective learning environment for students to improve their Biology skills by engaging them with "real world" conditions to make the abstract concepts concrete and clear. In this way students could have a meaningful and retaining learning and they will be much more ready for their future education life such as university education or their proficient life. The instructional simulation environment offers a platform to apply the knowledge in a given situation and their interactions results in the finding of new knowledge that will help cognitive domain development and the accumulation of knowledge (Sharma, 2011).

If Biology performances generally continue to be poor as it is now, Ondo State may never attain her goal of emerging modern technology using her own human resources. Ondo State, being an agricultural state with many rural settlements and communities needs to have an innovative educational system that will arouse the teaching and learning of science so that the state would be able to produce capable Scientists, Science Educators, Medical, Agricultural and other professionals. The study therefore examined the effect of instructional simulation strategy on learning outcomes of secondary school students in Biology in Ondo State, Nigeria. The study specifically examined:

iv. the effects of instructional simulation strategy and conventional method on the academic performance of students in Biology; and

v. the effect of instructional simulation strategy in eliciting students' interest in Biology.

Research Questions

The following research questions were raised to guide the study:

1. What are the effects of instructional simulation strategy and conventional method on the academic performance of students in Biology?
2. What is the effect of instructional simulation strategy in eliciting students' interest in Biology?

Research Hypothesis

The following null hypotheses were generated to guide the study:

1. There is no significant difference in the pre-test mean score of students exposed to instructional simulation strategy and conventional method
2. There is no significant difference in the interest of students exposed to instructional simulation strategy and conventional method before treatment
3. There is no significant difference in the post-test mean score of students exposed to instructional simulation strategy and conventional method
4. There is no significant difference in the interest of students exposed to instructional simulation strategy and conventional method after treatment

Methodology

The study adopted quasi – experimental pre-test and post-test two group design (experimental group and control group) research design. The targeted population for the study consisted of all the Senior Secondary School (S.S.S.) one students in public secondary schools in Ondo State. The sample consisted of 134 S.S.S. 1 students (class intact size) drawn from six public secondary schools in Ondo State. The sample was selected using multistage sampling procedure.

Two research instruments namely Biology Achievement Test (BAT) and Questionnaire on Students' Interest in Biology (QSIB) were used to collect relevant data for this study. BAT was self-designed by the researcher and measured students' academic performance in Biology. It consisted of sections A and B. Section A sought for the bio-data of the respondents while Section B consisted of 20 objectives items with four options. Questionnaire on Students' Interest in Biology (QSIB) both consisted of sections A and B. Section A sought for bio-data of the respondents while section B of both instruments consisted of 30 items which sought for students' interest towards Biology.

The face and content validity of the instruments were ensured by experts in Tests and Measurement and Biology Education. The reliability of the instruments was established using internal consistency method which yielded reliability co-efficient values of 0.74 and 0.78 for BAT and QSIB respectively. These values were considered high enough to make the instruments adequate for use. Thus the instruments were considered reliable and suitable for the study. The study was carried out in three phases namely pre-treatment, treatment and post treatment Stage**.** The data collected for this study were analyzed using descriptive and inferential statistics. The research questions were answered using means and standard deviation. All the hypotheses were tested using t-test at 0.05 level of significance.

Results

Question 1: What are the effects of instructional simulation strategy and conventional method on the academic performance of students in Biology?

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Table 1: Mean and standard deviation of pre-test and post-test scores of students exposed to instructional simulation strategy and conventional method

Strategies	**Test**	**N**	**Mean**	**S.D**	**Mean Diff.**
Instructional simulation strategy	Pre Test	74	4.69	1.45	**11.30**
	Post Test		15.99	0.82	
Conventional	Pre Test	60	4.85	0.73	**6.15**
	Post Test		11.00	1.53	
Total		**134**			

From Table 1, it is shown that the mean difference in students' performance in Biology between pre-test and post-test scores for instructional simulation strategy is 11.30 and conventional method is 6.15. It appears that the use of instructional simulation strategy and conventional method influences students' performance in Biology with instructional simulation strategy being the more effective method in the teaching of Biology. The graphical representation below further shows the more effective method in the teaching of Biology.

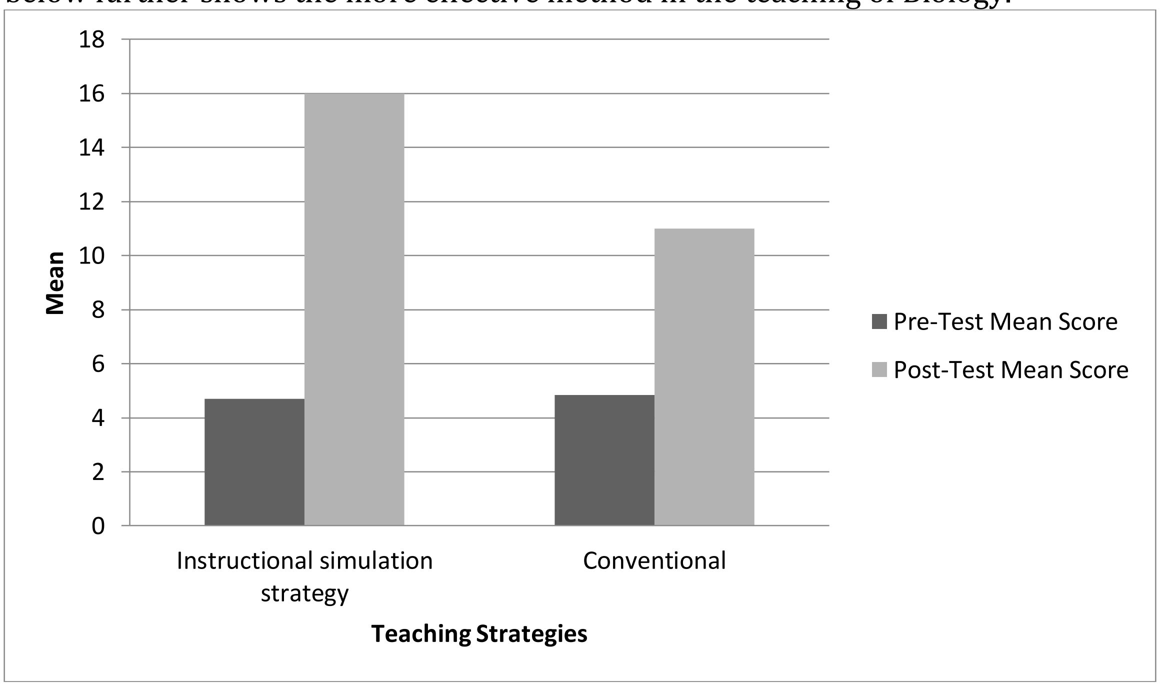

Figure i: Pre-test and Post-test mean scores of students exposed to Instructional simulation strategy and Conventional method

Question 2: What is the effect of instructional simulation strategy in eliciting students' interest in Biology?

Table 2: Mean and standard deviation of effect of Instructional simulation strategy in eliciting students' interest in Biology

Strategy	**Test**	**N**	**Mean**	**S.D**	**Mean Diff.**
Instructional simulation strategy	Before Treatment	74	69.20	1.24	**39.30**
	After Treatment		108.50	1.90	
Total		**74**			

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Table 3 shows the mean pre-treatment and mean post-treatment scores of interest of students exposed to instructional simulation strategy. The mean pre-treatment score of interest of students is 69.20 while mean post-treatment score of interest of students is 108.50. The table above shows that the mean difference in students' interest in Biology between pre-treatment and post-treatment scores for instructional simulation strategy is 39.30. The graphical representation below further shows the effect of instructional simulation strategy in eliciting students' interest in Biology.

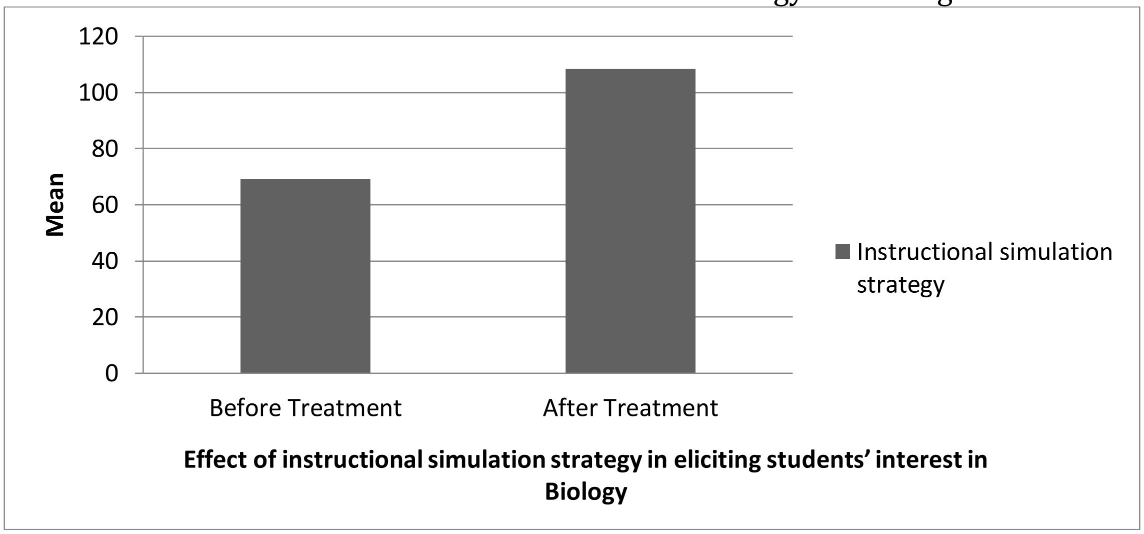

Figure ii: Bar chart showing effect of Instructional simulation strategy in eliciting students' interest in Biology

Testing of Hypothesis

Hypothesis 1: There is no significant difference in the pre-test mean score of students exposed to instructional simulation strategy and conventional method

Table 3: t-test analysis for difference in the pre-test mean score of students exposed to instructional simulation strategy and conventional method

Variations	**N**	**Mean**	**SD**	**df**	t_{cal}	**P**
Instructional simulation strategy	74	4.69	0.76	132	1.224	0.223
Conventional	60	4.85	0.73			

P>0.05

Table 3 shows that the t-cal value of 1.224 is not significant because the P value (0.223) > 0.05. This implies that null hypothesis is not rejected. Hence, there is no significant difference in the pre-test mean score of students exposed to instructional simulation strategy and conventional method. The students in the groups are homogeneous at the commencement of the study.

Hypothesis 2: There is no significant difference in the interest of students exposed to instructional simulation strategy and conventional method before treatment

Table 4: t-test analysis for difference in the interest of students exposed to instructional simulation strategy and conventional method before treatment

Variations	**N**	**Mean**	**SD**	**Df**	t_{cal}	**P**
Instructional simulation strategy	74	69.20	1.24	132	1.222	0.224
Conventional	60	68.98	0.70			

P>0.05

Table 4 shows that the t-cal value of 1.222 is not significant because the P value (0.224) > 0.05. This implies that null hypothesis is not rejected. Hence, there is no significant difference in the interest of students exposed to instructional simulation strategy and conventional method before treatment.

Hypothesis 3: There is no significant difference in the post-test mean score of students exposed to instructional simulation strategy and conventional method

Table 5: t-test analysis for difference in the post-test mean score of students exposed to instructional simulation strategy and conventional method

Variations	**N**	**Mean**	**SD**	**df**	**t_{cal}**	**P**
Instructional simulation strategy	74	15.99	0.82	132	24.117	0.000*
Conventional	60	11.00	1.53			

*P<0.05

Table 5 shows that the t-cal value of 24.117 is significant because the P value (0.000) < 0.05. This implies that null hypothesis is rejected. Hence, there is significant difference in the post-test mean score of students exposed to instructional simulation strategy and conventional method. The mean score showed a significant difference of 4.99 in favour of students exposed to instructional simulation strategy.

Hypothesis 4: There is no significant difference in the interest of students exposed to instructional simulation strategy and conventional method after treatment

Table 6: t-test analysis for difference in the interest of students exposed to instructional simulation strategy and conventional method after treatment

Variations	**N**	**Mean**	**SD**	**df**	**t_{cal}**	**P**
Instructional simulation strategy	74	108.50	1.90	132	37.950	0.000*
Conventional	60	90.42	3.51			

*P<0.05

Table 6 shows that the t-cal value of 37.950 is significant because the P value (0.000) < 0.05. This implies that null hypothesis is rejected. Hence, there is significant difference in the interest of students exposed to instructional simulation strategy and conventional method after treatment. The mean score showed a significant difference of 18.08 in favour of students exposed to instructional simulation strategy. Students exposed to instructional simulation strategy showed more interest to learning of Biology than those in the conventional group.

Discussion

The study revealed that there was no significant difference in the pre-test mean score and interest of students exposed to instructional simulation strategy and conventional method. The performance and interest of students in both experimental and control groups were low and do not differ statistically. This finding established the homogeneity of the two groups involved in the study prior to the experiment. In other words, it could be said that the knowledge baseline and interest for the two groups involved in the study are equal.

The study revealed that there was significant difference in the post-test mean score of students exposed to instructional simulation strategy and conventional method. There was a better improvement in the performance of students resulting from their exposure to instructional simulation strategy. This implies that the introduction of instructional simulation strategy to the experimental group made them to perform better than the control group that was not exposed to treatment. This study agrees with the findings of Umoke and Nwafor (2014) that the effective and efficient use of instructional simulation strategy enhances students' academic performance in Biology. The findings also agree with Chauham (2009) and Benson (2011) that instructional simulation strategy application yielded better results than the conventional method because, it gives flexibility for students' learning in terms of learning style and study time, it improves students' experience and enhances their engagement. Also, the study is in line with the assertions of Olofin (2019) that are of the opinion that the use of good teaching strategies has the potency to improve cognition of students hence; it justifies the postulate of this study that instructional simulation strategy could enhance the performance of students in Biology.

The findings of this study revealed significant difference in the interest of students exposed to instructional simulation strategy and conventional method after treatment. Students exposed to instructional simulation strategy showed more interest to learning of Biology than those in the conventional group because, it integrates the use of face to face and demonstration which facilitates proper assimilation and comprehension. This study is in conformity with the findings of Rising (2009) and Olofin (2019) that the use of appropriate teaching techniques by teacher during the teaching-learning process enhances students' interest and performance.

Conclusion

Based on the findings of this study, it could be concluded that, the two groups (instructional simulation strategy and conventional method) were homogeneous at the commencement of the experiment. The use of instructional simulation strategy and conventional method enhanced performance and interest of students in Biology while instructional simulation strategy is the more effective.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. The use of instructional simulation strategy should be encouraged in Biology class in secondary schools so as to enhance better academic performance and interest of students in Biology.
2. Biology teachers should be trained on the use of facilities and equipment needed for instructional simulation in the classroom.
3. Teachers should manage the time allocated well on time-table to accommodate the use of instructional simulation strategy in the classroom

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Length of Stay as Correlate of Satisfaction with Nursing Care Among Orthopaedic Patients in Two Selected Teaching Hospitals in Osun State

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Abstract:

Prolonged length of stay (LOS) has many disadvantages for both hospitals and patients, including the satisfaction to nursing care received. This study explored the link between length of stay and satisfaction with nursing care among orthopaedic patients in two selected hospitals (OAUTHC and LAUTECH) in Osun State, Nigeria. It also identified the average length of stay of orthopaedic patients and determined patient's level of satisfaction with nursing care. The study adopted descriptive survey research design. The population for the study comprised all patients scheduled for elective and emergency, Orthopaedics surgeries in OAUTHC and LAUTECH during the study period. Adapted Structured questionnaire were used to obtain information about the length of stay of surgical patients and their level of satisfaction with nursing care at the health facilities. The validity of the instrument was determined using face and content validity. The results showed that the average length of stay of patients at the two hospitals (OAUTHC and LAUTECH) in Osun State is 24 days and that the largest percentage (65.5%) of the patients at the two hospitals had moderate level of satisfaction with nursing care. Furthermore, the results also revealed that there is no significance relationship between the length of stay of patients and their level of satisfaction with nursing care (chi-square value $\chi^2 = 55.86$, df = 62 $p>0.05$) at the two hospitals in Osun State. The study therefore concluded that there is no link between the length of stay and the level of patient satisfaction with nursing care in the two hospitals in Osun State.

Keywords: Length of Stay, Patient Satisfaction, Nursing Care,

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Orthopaedic Patients,

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Introduction

Orthopaedic patients are very much eager to be admitted at the initial stage of their care. Later, the patients get aggressive when the health workers keep on prescribing/writing needed materials in successions. Nurses' interventions had helped to counsel the patients who see reasons to comply with the care they receive. The provision of quality health services is a crucial competitive advantage of health service providers (Alsaqri, 2016; Reck, 2013). Patient satisfaction has become an established outcome indicator of the quality and the efficiency of health care systems (Al-Abri & Al-Balushi, 2014; Riley, Gordan, Hudak, & Rindal, 2014). Surgical services represent approximately 30% of all hospital expenses (Haider, Obirieze, & Velopulos, 2015). It is generally accepted that a significant burden of disease requiring surgical intervention exists globally with 234 million operations performed each year (Weiser & Lipsitz, 2015).

Length of stay (LOS) is calculated as the total number of nights spent in hospitals by in-patients divided by the total number of discharges. LOS of in-patients in hospitals is computed by first calculating the number of hospitals days (or bed-days or in patients days) from the date of admission. LOS continues to remain one of the most popular indices used in assessing hospital performance and efficiency. LOS can also be defined as the period from the day of admission to the day of discharge or death (Bleustein, Rothschild, & Valen, 2014).

Shorter LOS has been correlated with a significantly higher risk of readmission in multiple studies and countries (Eapen, Reed, Yanhong, Kociol, Armstrong, Starling, & Hernandez, 2013), the results of El Camino Hospital's improvement efforts demonstrate that these risks can be mitigated as hospitals seek the optimal LOS for maximizing quality and minimizing cost.

Unnecessarily prolonged stays in hospital may be dangerous for patients. Patients with prolonged LOS are also at higher risks of nosocomial infections and unplanned readmissions (Schneider, Hyder, Wolfgang, Hirose, Choti, Makary, 2012; Jannasch, Kelch, Adolf, Tammer, Lodes,Weiss, et al; 2015). This however prolonged LOS disadvantages for both hospitals and patients (Freitas, Silva-Costa, Lopes, Garcia-Lema, Teixeira-Pinto, Brazdil & Costa-Pereira, 2012). Borghans, Kleefstra and Kool (2012) reported correlation between length of stay and patient's satisfaction only in the department of pulmonology in a study conducted over a period of eight years.

The study therefore investigated length of stay as correlate of satisfaction with nursing care among orthopaedic patients in two selected teaching hospitals in Osun State. The study specifically examined:

i. the average length of stay of Orthopaedic patients at the two hospitals;
ii. the patient's level of satisfaction with nursing care in the two hospitals; and
iii. relationship between the length of stay and the levels of patients' satisfaction with nursing care at the two hospitals

Research Questions

The study has the following research questions:

1. What is the average length of stay of Orthopaedic patients at the two hospitals in Osun State?
2. What is the patient's level of satisfaction with nursing care in the two hospitals in Osun State?

Research Hypothesis

This hypothesis was generated for this study:

1. There is no significant relationship between the length of stay and the levels of patients' satisfaction with nursing care at the two hospitals in Osun State.

Methodology

Descriptive research design of the survey type was adopted by the researcher. The target population included all patients between the ages of 18 and 70 years and those patients who were able to comprehend and could communicate in Yoruba or English in Obafemi Awolowo University Teaching Hospitals Complex (OAUTHC), Ile-Ife and Ladoke Akintola University Teaching Hospital (LAUTECH), Osogbo during the study period. The total admission of orthopaedic patients who had surgeries in the last three months at OAUTHC,

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Ile-Ife and LAUTECH, Osogbo were 70 and 24 patients respectively. Total enumeration technique (census) was used for patients booked for elective and emergency orthopaedic surgeries in Obafemi Awolowo University Teaching Hospitals Complex (OAUTHC), Ile-Ife and Ladoke Akintola University Teaching Hospital (LAUTECH), Osogbo.

The instrument for data collection was questionnaire. The questionnaire was divided into 3 Sections A to C. Section A focuses on respondents socio-demographic characteristics. Section B will assess the length of hospital stay of Orthopaedic patients in the two hospitals using structured questions. Section C determined patient's level of satisfaction with orthopaedic care in the two hospitals. The validity of the instrument was determined using face and content validity. The instrument was subjected to intensive screening by the experts in the field of nursing education and Tests & Measurement. The experts appraised the items on the basis of ambiguity, relevance and sentence structure. A trial test was conducted to determine the reliability of the scale. The test was administered to a sample of 15 patients at University College Hospital, (UCH), Ibadan other than the sample of the study. The reliability coefficient was estimated using the Cronbach's Alpha formula. The obtained Cronbach's Alpha coefficient was 0.91 which is considered reliable for the purpose of this study.

After permission has been given by the appropriate authority to administer questionnaire to the study participants in OAUTHC and LAUTECH, questionnaire was self-administered by the researcher to the patients in the orthopaedic wards. Specific clarifications on the elements of the questionnaire were also given to the respondents by the researcher. The copies of the questionnaire filled were collected and checked for completeness at the point of collection. Data analysis used relevant descriptive and inferential statistics (percentage distribution and frequency, means, standard deviation and chi-square statistic). The hypothesis was tested at 0.05 level of significance.

Results

Research Question 1: What is the average length of stay of Orthopaedic patients at the two hospitals in Osun State?

To identify the average length of stay of patients at the two hospitals in Osun State, the mean of length of stay of the patients was computed in days.

Table 1: The average length of stay of patients at the two hospitals in Osun State

Days	**N (%)**	$\overline{X}$	**SD**
2-30	44 (75.9%)	24.2	27.4
31-90	12 (20.7%)		
91-150	2 (3.4%)		
Total	**58 (100%)**		

Table 1 showed that majority (75.9%) of the respondent stayed in the hospital admission between 2– 30 days, few (20.7%) of them stayed in the hospital admission between 30-90 days, while minority (3.9%) of them stayed in the hospital between 91-150 days. The results from Table 1 also showed that the average length of stay of patients at the two hospitals in Osun State is 24 days.

Research Question 2: What is the patient's level of satisfaction with nursing care in the two hospitals in Osun State?

To determine the patients' level of satisfaction with nursing care, patients' level of satisfaction with nursing care, the mean, standard deviation, minimum and maximum scores of the instrument were computed and categorized into three as low, moderate and high level respectively. The minimum and maximum scores were 50 and 99 with a mean and standard deviation of 75.07 and 10.63 respectively.

To compute the norms, the following method was used

Mean = 75.07

SD = 10.63

Min = 50

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Max = 99

$\overline{X}$ – SD = 75.07 – 10.63 = 64.44

$\overline{X}$ + SD = = 75.07 + 10.63 = 85.70

Range

Scores from 50 – 64: Low Level

65 – 86: Moderate Level

87 – 99: High Level

Table 2: Patients' level of satisfaction with nursing care at the two hospitals?

Level	Frequency	Percent	$\overline{X}$	SD
Low	10	17.2		
Moderate	38	65.5	2	0.59
High	10	17.2		
Total	**58**	**100.0**		

The results from Table 2 showed that the largest percentage (65.5%) of the patients had moderate level of satisfaction with nursing at the two hospitals.

Testing of Hypothesis

Hypothesis 1: There is no significant relationship between the length of stay and the levels of patients' satisfaction with nursing care at the two hospitals in Osun State.

To test this hypothesis, responses of the patients in the two hospitals to items in Sections B and C of the questionnaire were computed. The relationship between the levels of patients' satisfaction with nursing care and the length of stay in the hospital was examined using Chi-square statistical analysis.

Table 3: The Chi-square Statistics of the relationship between the length of stay and the levels of patients' satisfaction with nursing care in the two hospitals

	χ^2	df	Sig.	P
Length of stay in the hospital Levels of patients' satisfaction with nursing care	55.86	62	0.695	> 0.05

Table 3 showed a chi-square value $\chi^2 = 55.86$, df = 62 p>0.05 (The P value which is 0.695 is greater than 0.05). This indicates that there is no significant relationship between the length of stay and the levels of patients' satisfaction with nursing care at the two hospitals in Osun State. Therefore, the null hypothesis is accepted.

Discussion

The first finding is that the average length of stay of patients at the two hospitals in Osun State is 24 days. This was quite lower than the description of prolonged hospital stay of 90 days described by Banaszak-Holl, Liang, Quinones, Cigolle, Lee and Verbrugge in their study in 2014. This quite lower average length of stay of patients is beneficial to both hospitals and patients (Freitas, et al., 2012): increasing access to treatment, reduced nosocomial infections, reduce bed-occupancy rate per patient (Banaszak-Holl, Liang, Quinones, Cigolle, Lee, &Verbrugge, 2014).

Secondly, it is discovered that the largest percentage (65.5%) of the patients had moderate level of satisfaction with nursing at the two hospitals. A report of study from DuPree, Anderson and Nash (2014) however, warned on the exclusive use of patients'satisfaction as the indicator of quality health care service. This is because some patients may verbalize true positives and false positives. Other quality indicators like timely access to care, safety and affordability of service must be involved.

Thirdly, it is also discovered that there is no significant relationship between the length of stay and the levels of patients' satisfaction with nursing care in the two hospitals. Therefore, the null hypothesis is accepted. The result showed the evidence of moderate quality service to the majority of surgical orthopaedic patients in the two settings understudy. Patients satisfaction level is an indicator for evaluating quality of health service (Kingdon & Newman, 2013; Mishra & Gupta, 2012). A report of study from DuPree, Anderson and Nash (2014) however, warned on the exclusive use of patients'satisfaction as the indicator of quality health care service. This is because some patients may verbalize true positives and false positives. Other quality indicators like timely access to care, safety and affordability of service must be involved.

Conclusion and Recommendations

The study concluded that there is no link between the length of stay and the levels of patients' satisfaction with nursing care in the two hospitals. Findings showed that nursing care has no significant relationship with the length of stay in the hospitals because there are many other compounding factors that affect the length of stay in the hospitals such as financial constraints on the part of patient, inappropriate patient's diagnosis and their pain threshold, lack of adequate water supply and provision of oxygen in the theatre, lack of constant electricity supply etc. if all these factors can be properly improved upon with adequate nursing care then the length of stay of patients in the hospital can be improved.

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Optimization of Time Modes of Neutron Activation Analysis of Natural Media Samples

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Abstract:

The time modes of neutron activation analysis of samples of natural environments were experimentally optimized based on the nuclear-physical characteristics of the studied and "interfering" radionuclides. The detection limit and the accuracy of element detection were chosen as criteria for optimizing the method. The analysis of metrological parameters of neutron activation analysis allowed us to conclude that the detection limit is low, reproducibility is satisfactory and correctness is correct, which favors the use of the method in quality control of various natural environments.

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1. Introduction

In modern conditions of rapid industrial development, urban growth and development of new areas, the impact of human activities on the environment is increasing. Protecting the environment from pollution is one of the most important issues of our time. Getting into the air, water and soil, toxic chemicals pose a real threat to human, plant and animal life on our planet. This, in turn, leads to the need for systematic monitoring of the content of pollutants of anthropogenic and technogenic origin in the atmosphere, natural waters, and soils.

2. Materials and Methods

Various chemical, physical and physic-chemical methods are currently widely used to study the composition of objects in the natural environment: spectral, atomic absorption, electrochemical, x-ray-fluorescent, mass spectrometric, neutron activation and other methods.

Neutron activation analysis (NAA) stands out among the mentioned advantages:

a) high sensitivity (many elements of the periodic table can be defined within 10^{-3}-10^{-8} %);

b) independence from the chemical composition of the analyzed sample and the forms of finding elements in it;

C) the simplicity of the spectra of gamma radiation of the excited nuclei, in contrast to spectral and x-ray methods;

d) sufficiently high accuracy, depending, as a rule, only on the accuracy of the preparation of the standard;

e) multi-element analysis capability and high performance.

The choice of NAA as a method of analysis is also determined by the problem statement, which provides for the determination and comparative study of the elemental composition of several objects of the natural environment - atmospheric aerosols and precipitation, soil and river water. The contents of the studied elements in each of these media are usually low, and quite different from each other [1]. The NAA appears to be the most suitable for this task.

In table.1. analytical parameters of the most common physical and chemical methods for analyzing natural objects are presented [2]. As follows from the data in table 1. among the methods of analysis, the most favorable analytical parameters are nuclear physical methods, in particular, NAA. Consequently, the NAA has been widely used in monitoring the quality of almost all environmental objects in recent years.

Table 1. Limits of determination of various analytical methods [2].

Methods	Limit of determination, g	Sample volume, ml	Concen-tration mol/l
Classical method	10^{-6}	10	10^{-6}
Special ultra micro methods	10^{-12}	0.001	10^{-8}
Absorption spectrophotometry	10^{-8}	0.01	10^{-7}
Inversion polarography	10^{-10}	10	10^{-10}
Mass spectrometry	10^{-12}	0.01	10^{-9}
Gas chromatography	10^{-13}	0.001	10^{-9}
Atomic absorption spectrometry	10^{-13}	0.01	10^{-10}
Substochiometric method			
isotope dilution	10^{-11}	1	10^{-10}
Neutron activation analysis	10^{-13}	1	10^{-12}

NAA is based on the reaction of radiation capture of thermal neutrons by nuclei. Identification of a radionuclide in a mixture is carried out by the type and energy of radiation and the half-life. After removing the gamma spectrum, it identifies the photo peaks of the nuclide to be determined, and calculates its area, which is directly proportional to the activity of the radionuclide.

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NAA is used in two versions-instrumental and with radiochemical isolation. Instrumental neutron activation analysis (INAA), which is used by us, is based on gamma-ray spectrometry using scintillation or semiconductor detectors. INAA is characterized by high performance, relatively low labor intensity, multi-element, and the ability to automate analysis [3]. The sensitivity of the method is mainly determined by the intensity of the neutron flux, the reaction cross-section, the natural distribution of the isotope, and the output of gamma quanta. Under equal irradiation conditions, the sensitivity of the method is greater for an element with a lower atomic mass and a relatively high distribution of the element's isotope. The half-life does not matter for the sensitivity of the method, except for long-lived radionuclides, when the irradiation time is significantly less than the half-life.

The INAA error consists of the following components: errors related to irradiation processes (self-absorption, shielding, neutron flux gradient), repackaging after irradiation, measurements (related to geometry, miscalculations, instability of equipment, etc.), the statistical nature of radioactive decay and reference. The INAA specificity of environmental samples most often excludes errors associated with self-absorption and self-shielding of neutrons in samples. It can be shown that the analysis error is mainly determined by [4] statistical measurement error.

$$s_{ct} = [I_n + 2I_f]^{1/2}/N_n \qquad (1)$$

where, I_n- area of the analytical peak of the defined element,

I_f - background area under the analytical peak.

The concentration of elements is determined by the formula

$$C_{xi} = [I_{samp.} \cdot m_{ref.,i}] \,/\, [I_{ref.,i}\, V], \qquad (2)$$

where, C_{xi}- concentration of the i-th element;

$I_{samp.}$- the area of the analytical peak of the i-th element in the breakdown;

$m_{ref.,i}$ - mass of the i-th element in the comparison sample;

$I_{ref.,i}$ - the area of the analytical peak of the i-th element in the comparison sample;

V - the volume of pumped water or air, or mass of the soil.

Using the example of analysis of atmospheric aerosols, we will consider the optimal scheme of INAA. The task of optimizing the time modes of analysis is to identify such conditions of INAA that provide simultaneous determination of the content of the maximum number of elements with the lowest error. There are theoretical and experimental ways to optimize INAA time frames [5]. Methods for optimizing the INAA of natural samples are reduced to the study of some functions and are based on the solution of the following equation:

$$a = f(\bar{x}, \bar{p}, \bar{q}) \qquad (3)$$

where, a-optimization function (detection limit, error, etc.);

$\bar{x}$-a set of optimized parameters-factors (time of irradiation, cooling, and measurement);

$\bar{p}$ - a set of nuclear physics data determined by the sample matrix (mass of isotopes, their atomic weights, reaction cross-section, decay constants, etc.);

$\bar{q}$ - a set of characteristics of the analytical complex equipment (intensity of activating radiation, efficiency of registration of the equipment, etc.). as a rule, due to the complex nature of the function (3), optimization of the analysis conditions is carried out on an electronic computer (computer) or experimentally.

Optimization of time modes of analysis was carried out by us experimentally, based on the nuclear-physical characteristics of the studied and interfering radionuclides. The limit of detection and accuracy of element detection were chosen as the criteria for INAA optimization. The proposed optimal scheme of INAA on the example of atmospheric aerosols is shown in Fig. 1.

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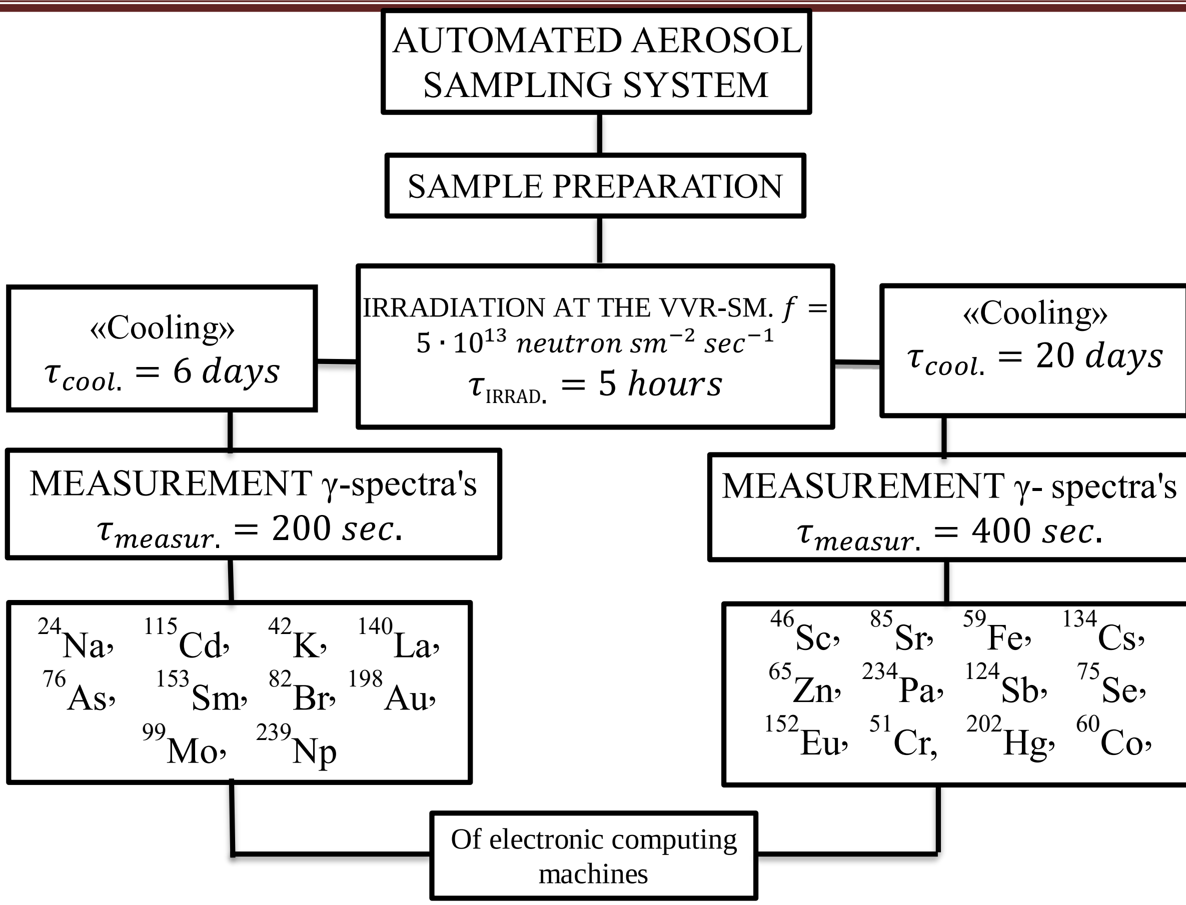

Fig. 1. INAA Scheme of urban atmospheric aerosols

Many works [5,6] on optimization of time modes of INAA have been published in the literature. where multiple irradiations, "cooling" and measurement are suggested. In our case, it was necessary to conduct a highly sensitive mass analysis for a certain number of toxic anthropogenic and natural elements in a large number of samples. At the same time, high productivity, low cost and the ability to determine the content and form of finding the necessary range of elements from a single sample (atmospheric aerosols, precipitation and water suspensions) are important.

It should be emphasized that thanks to the automation of the aerosol sampling process, we were able to gain relatively high weights on the filters, which in turn influenced the INAA method of atmospheric aerosols, namely, the measurement time of long-lived isotopes was reduced by 2.5-3 times with an increase in the number of detected elements and a decrease in the error of analysis. Thus, the productivity of the method was significantly increased and the cost of a single analysis was reduced, which is very important when analyzing a large number of samples.

3. Results and Discussion

Determination of Mo, Sm, Au and As in soils and the dissolved phase of water is difficult due to the" interfering " activity of ^{24}Na and ^{82}Br. To increase the sensitivity and accuracy of determining these elements, we resorted to varying the neutron spectrum. It is known that the activation cross section of some elements has a resonant character over the thermal region of the neutron spectrum [5]. When irradiated in a nuclear reactor, a cadmium filter suppresses the flow of thermal neutrons at the sample location and activation will be carried out by resonant neutrons of a wide spectrum of energy. These

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elements were determined by irradiating the test sample in the cadmium channel for 5 hours in the flow f = $5 \cdot 10^{13}$ neutron $sm^{-2}sec^{-1}$. After "cooling" for 6 days for medium-living and 20 days for long-lived radionuclides, measurements were made on the corresponding gamma lines on a unit containing two spectrometric paths with Ge (Li) detectors of 80 cm3 and a mini-computer ISKRA-226 using the SOSNAA program [7], developed by employees of the activation analysis laboratory of the Institute of Nuclear physics of the Academy of Sciences of the Republic of Uzbekistan. The resolution of the instrument in the 60Co peak region (1332.5 Kev) was 3.2 Kev.

The nuclear-physical characteristics [8] of the elements we define are given in table.2. Mathematical processing of the obtained spectrometric information included spectrum smoothing, automatic peak search, determination of the areas of photo peaks and background, and calculation of the statistical error of determination.

Figure 2-5 shows some characteristic gamma-spectra of the samples of natural environment objects that we have studied. The superimposition of gamma lines of various radionuclides leads to difficulties in interpreting spectroscopic information. Such difficulties occurred in the case of the following radionuclide pairs: ^{134}Cs - ^{124}Sb, ^{153}Sm - ^{239}U, ^{65}Zn - ^{46}Sc, ^{203}Hg - ^{75}Se, ^{46}Sc - ^{110m}Ag и ^{85}Sr - ^{65}Zn. In the first case, we did the following.

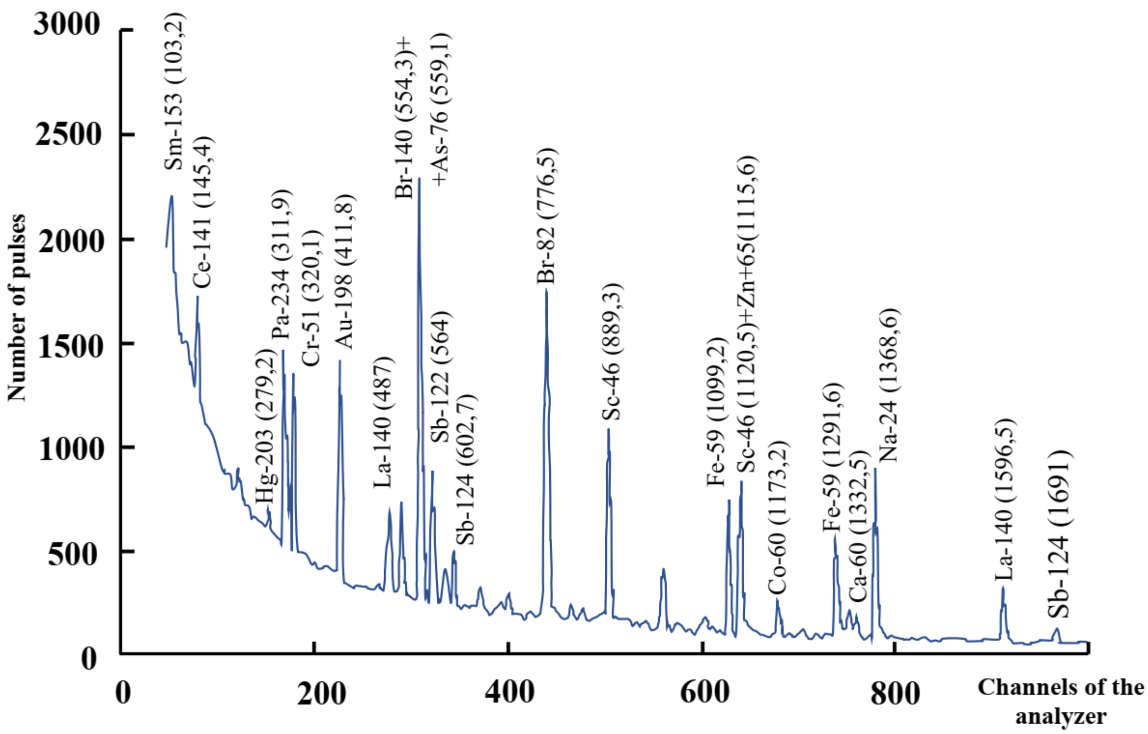

Fig. 2. Gamma spectrum of atmospheric aerosol: $\tau_{irrad.} = 5\ hours;\ \tau_{cool.} = 6\ days;\ \tau_{measur.} = 200\ sec.$

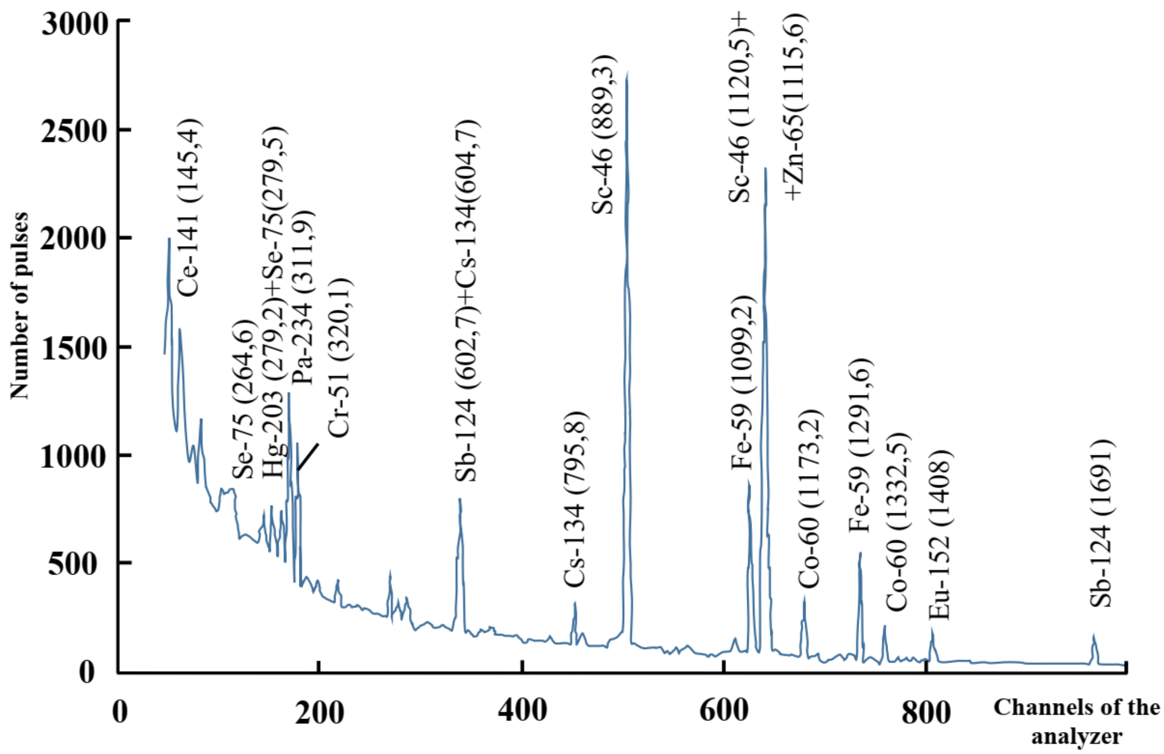

Fig. 2. Gamma spectrum of atmospheric aerosol: $\tau_{irrad.} = 5\ hours;\ \tau_{cool.} = 20\ days;\ \tau_{measur.} = 400\ sec.$

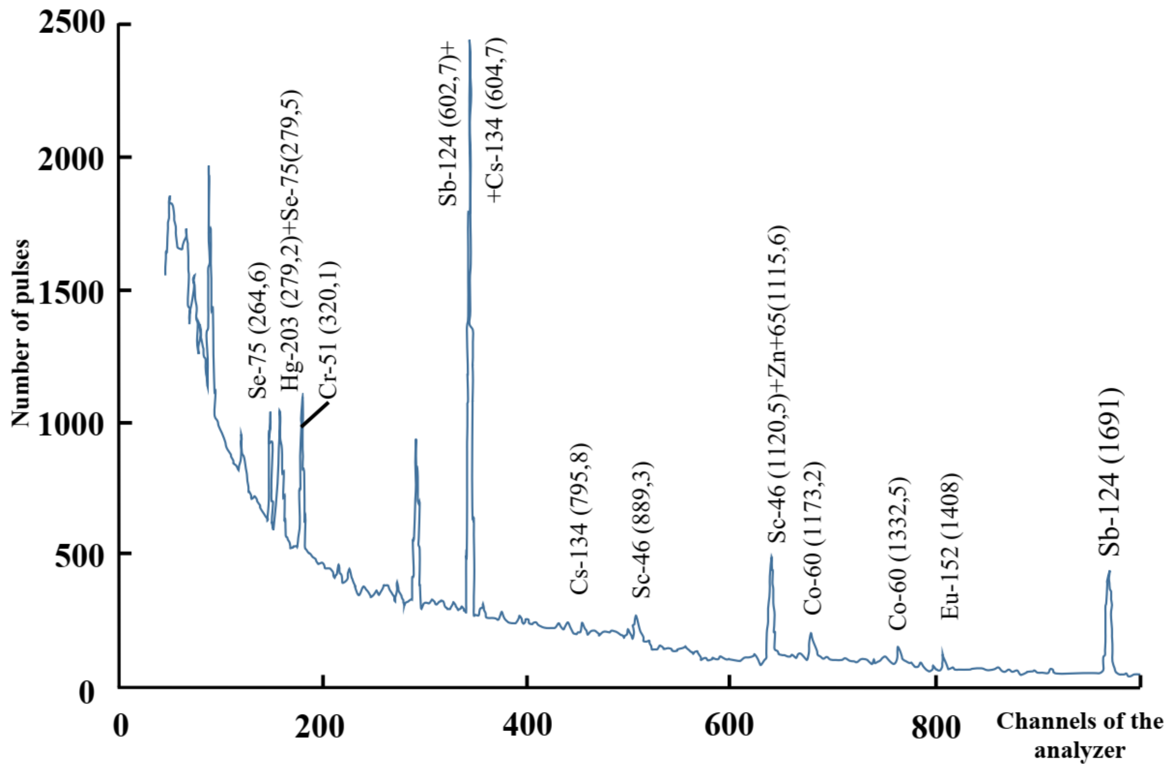

Fig. 4. Gamma spectrum of the dissolved phase of river water: $\tau_{irrad.} = 5\ hours;\ \tau_{cool.} = 20\ days;\ \tau_{measur.} = 400\ sec.$

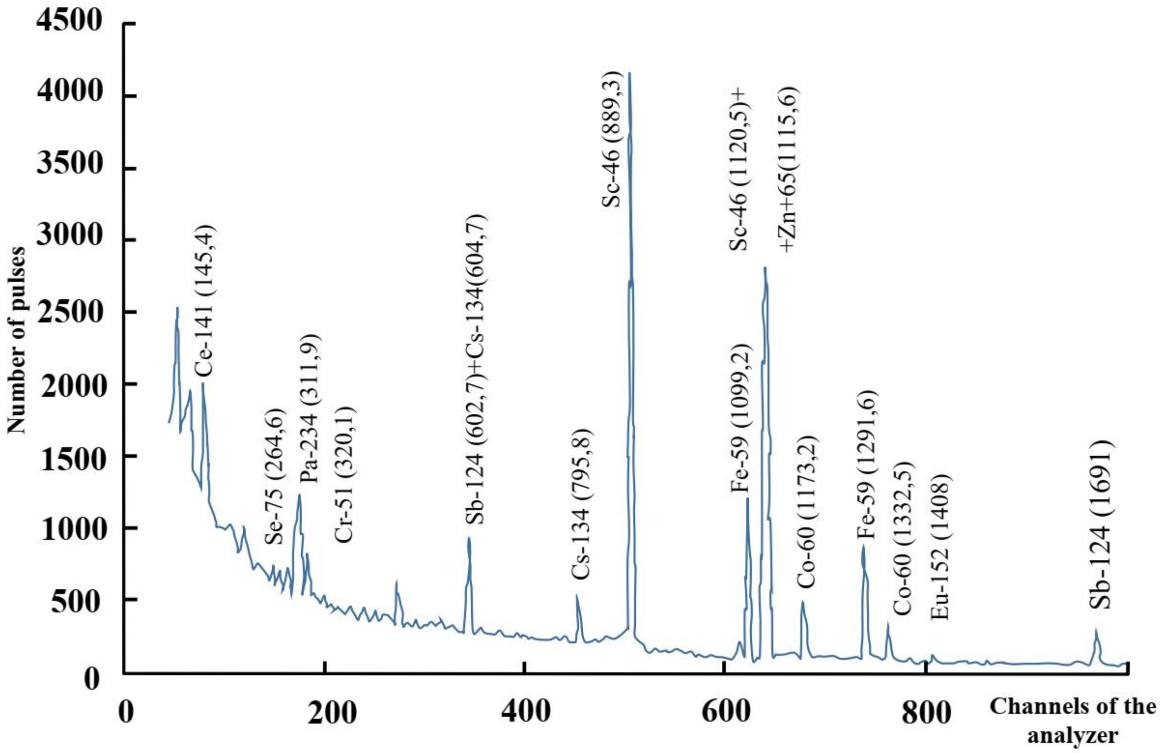

Fig. 5. Gamma spectrum of soil: $\tau_{irrad.} = 3\ hours;\ \tau_{cool.} = 20\ days;\ \tau_{measur.} = 200\ sec.$

Table 2. Nuclear-physical characteristics of radionuclides to be determined [8]

Defined element to be	Measured radionuclide	Period half-life		Analytical line, Kev
Na	^{24}Na	15	Hour	1368.6
K	^{42}K	12	Hour	1524.7
Sc	^{46}Sc	83.8	Day	889.3
Cr	^{51}Cr	27.7	Day	320.1
Fe	^{59}Fe	44.5	Day	1099.2, 1291.6
Co	^{60}Co	5.27	Year	1173.2, 1332.5
Zn	^{65}Zn	244	Day	1115.6
As	^{76}As	1.1	Day	559.1, 657
Se	^{75}Se	120	Day	264.6, 279.5
Br	^{82}Br	1.47	Day	776.5, 554.3
Sr	^{85}Sr	64.8	Day	514.0
Mo	^{99}Mo	2.8	Day	140.5, 180
Cd	^{115}Cd	2.23	Day	336.3
Sb	^{124}Sb	60.2	Day	602.7,1691

Cs	^{134}Cs	2.05	Year	605.0, 795.8
La	^{140}La	40.2	hour	1596.5, 487
Sm	^{153}Sm	1.94	Day	103.2
Eu	^{152}Eu	13.6	Year	344.3, 1408
Au	^{198}Au	2.69	Day	411.8
Hg	^{203}Hg	46.6	Day	279.2
Th	^{233}Pa	27.0	Day	311.9
U	^{239}Np	2.36	Hour	228.2, 277.6

Although the line ~603 Kev has almost one hundred percent gamma-quantum yield as for ^{134}Cs, so for ^{124}Sb, we used clean lines to determine these radionuclides 796 Kev and 1691 Kev with lower gamma-quantum yields (30% and 50% respectively), which was quite enough with our samples. In other cases, where the second radionuclide in each pair was interfering with the first, the ratio of the two characteristic lines of the second radionuclide in its reference was used for determination of its contribution to the total peak with the first radionuclide in the test sample. The contribution of the second radionuclide found in this way was subtracted from the specified peak to determine the contribution of the first.

For sampling aerosols, various filters made of organic material, the main components of which are C, O, H and N, are preferred, since they are not activated by thermal neutrons and should not create an interfering background when determining elements. However, during manufacturing and storage, filters can be contaminated with impurity elements, which determine the detection limits of the method.

The "purity" of the filters used was studied using INAA. In table.3 the results of analysis of the content of impurity elements in some filters and packaging material - polyethylene are presented. The results of the analysis showed that the content of impurity elements can vary from batch to batch and depending on the conditions and storage time of filters. Therefore, it is desirable to analyze simultaneously "unexposed" filters from the same batch. Before packing the samples, plastic bags were treated with concentrated nitric acid, distilled water and acetone of the osch brand. The study of the composition of polyethylene revealed that the level of its contamination with elements is insignificant.

Table 3. Content of elements in filters and packaging material.

Element	**micrograms per filter**		**mcg/g Polyethylene**
	AFA-XA	**FPP-15**	
Na	0.47	0.1	0.57
Cr	0.1	0.3	-
Fe	3.5	7.7	-
Co	0.001	0.013	0.034
Zn	1.0	0.013	-
Se	0.002	0.003	-
Br	0.06	6.9	0.4
Sb	0.04	0.3	-
La	0.005	-	0.21

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Sm	0.0015	-	-
Au	0.0005	0.0001	-
Hg	0.08	0.7	-

It should be noted that the successful application of INAA in environmental quality control requires a comprehensive study and assessment of the impact of various sources of errors, as well as an assessment of the Metrology of the developed methods.

The detection limit for INAA elements is defined as [9]

$$C_{min} = \frac{k\sqrt{I_f \cdot C_x}}{I_x} \qquad (4)$$

where, C_{min} - limit of detection of the desired element;

C_x - the content of the test element in the sample:

I_x - useful activity (the area under the photo peak) of the detected element;

I_f - interfering activity (the area of the base under the peak);

k - the trust factor (3÷10).

Given (2), it is not difficult to show that

$$C_{min} = \frac{k\sqrt{I_f \cdot m_{et}}}{I_{et} \cdot V} \qquad (5)$$

The reproducibility of determining elements in aerosols was evaluated as follows. Exposed filters (S=20 cm^2) were divided into 8-10 equal sectors and each sector was Packed and subjected to INAA. The results obtained for the limit of determination and reproducibility of INAA according to the scheme (Fig. 1) are shown in table.4.

Table 4.

The reproducibility of the determination of elements in atmospheric aerosols of cities **(P=0.95, n=10)**

Element	**The element content in the aerosols, ng/m³**	**Standard deviation, S**	**Relative standard deviation, Sr,%**	**Detection limit ng/m³, at Sr≤0.33**
Na	2000	123	6,0	33
Sc	5,2	0,3	6,0	0,08
Cr	50	5,5	12	7,0
Fe	18600	2000	11	670
Co	6,4	0,6	10	0,5
Zn	680	150	22	80
As	7,0	1,7	25	1,9
Se	2,0	0,3	17	1,0
Br	215	15	7,0	2,0
Mo	70	11	16	3,0

Sb	22	2,0	9,0	1,1
Cs	3,5	0,3	8,0	1,0
La	16	1,1	7,0	0,5
Sm	2,7	0,4	16	0,05
Eu	1,1	0,13	12	0,3
Au	0,13	0,01	6,0	0,02
Hg	6,8	1,2	18	2,6
Th	3,1	0,43	14	0,34
U	0,62	0,07	12	0,1

As you can see, the values of the relative standard deviation (Sr) range from 6 to 25% for various elements. Comparatively the best reproducibility of the definition (from 6 to 10%) is achieved in INAA Sc, La, Co, Na, Br and Au. The relatively poor reproducibility (from 10 to 25%) of the definition for Se, Hg, Sm, Fe and Zn is due to the contribution of high-energy gamma lines of other radionuclides (^{24}Na, ^{82}Br), as well as the contribution of the sample matrix.

A common way to evaluate the correctness of a method is to compare the results of the analysis with the results of other independent methods or a reliable control method. Unfortunately, for most of the elements we studied in atmospheric aerosols, in the suspension of precipitation and river water, there are no reliable methods of analysis using other physical and chemical methods, the results of which could be accepted as control. Therefore, in our opinion, the most promising is the use of certified reference materials to assess and control the reproducibility and correctness of the analysis results [10].

The similarity of the physical and chemical composition of standard samples and analyzed natural objects results in the same amount of contributions to the error due to the influence of interfering reactions, the effect of self-shielding, etc. In addition, the difference in the geometric shapes of the standard and the sample is minimal, which also reduces the measurement errors of natural samples. Certified standard samples SV, SOV1-SOV5 and SP1-SP3 were used as reference samples for the analysis of aerosols, soils, waters and precipitation.

In table.5 shows our and recommended values for the content of elements in standard samples. The discrepancy between the data is on average 5-25%. Long-term and daily analysis of approved domestic and foreign standard samples indicates good reproducibility and correctness of the INAA. The productivity of INAA natural objects according to the proposed scheme is 500-600 element definitions per shift.

Table 5.

Neutron activation analysis of standard samples of natural environments **(P=0,95, n=15)**

Element	**Recommended value**	**Our data**	**Element**	**Recommended value**	**Our data**
Standard air sample (SV), mcg/g					
Na	19,8	21±3	Sb	0,4	0,36±0,05
Sc	0,99	1,1±0,2	Cs	5,0	5,2±0,5

Cr	39,6	36±4	La	4,0	4,3±0,5
Co	1,0	1,0±0,2	Sm	0,39	0,48±0,05
Se	5,0	3,9±0,5	Eu	0,05	0,06±0,01
Br	22	20±3	Au	0,049	0,05±0,01
Cd	49	44±4	Th	0,204	0,24±0,03
standard water samples (SOV1-SOV5), mg/ml					
Cr	1,0	0,8±0,2	Mo	1,0	1,3±0,2
Fe	2,0	1,8±0,2	Cd	1,0	0,9±0,2
Co	1,0	0,9±0,2	Sb	1,0	0,85±0,2
Zn	1,0	1,2±0,2	Hg	1,0	0,8±0,2
standard soil samples (SP1-SP3), mg/g					
Na	8600	9100±100	Co	14	12,5±2
K	20800	23500±2000	Zn	73	62±6
Sc	14	15,5±2	Sr	160	175±10
Cr	140	136±8	Cs	5,0	4,3±0,5
Fe	34400	29000±3000	La	37	41±5

4. Conclusion

1) the Recommended optimal time regimes ensured that detection limits comparable to the literature data were reached with a shorter duration of irradiation and" cooling " of samples, which is important in geophysical and environmental studies;

2) according to the proposed optimal scheme, concentrations and forms of finding more than twenty elements in adjacent natural environments are determined with a detection limit of 10^{-6}-10^{-13} g/ g, with a relative standard deviation of 0.05-0.25;

3) Analysis of metrological parameters of INAA allows us to conclude that the detection limit is low, reproducibility is satisfactory and correctness is correct, which favors the use of the method in quality control of various natural environments.

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The Role and Importance of Pedagogical Technologies in Improving the Professional Competence of Teachers

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Abstract:

This article discusses the role and benefits of educational technology in enhancing the professional competencies of science teachers in schools. The effective use of pedagogical technologies in the formation of professional competencies of teachers and in the educational process is also mentioned.

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Introduction

Today, modern pedagogical processes based on the creation, assimilation and dissemination of innovations in the field of education are organized in an open, flexible, individualized, creating new knowledge. It is clear that the formation of new educational technologies - technological innovations, new economic mechanisms in education - economic innovations, new methods of teaching - pedagogical innovations, new organizational structures - organizational innovations, as well as their unity. thousands. Systematic work is underway to develop the knowledge economy by creating an innovative pedagogical environment in leading higher education institutions. In the context of globalization and internationalization of education in the world, research is being conducted to improve the mechanisms of training managers for innovative activities on the basis of optimizing strategic and functional management, expanding the pedagogical potential of innovation management, introduction of pedagogical innovations and evaluation of their effectiveness.

The world experience shows that the main directions in the organization of professional development of teachers are the development of a variable system of professional development aimed at ensuring its continuity and independent training through the adoption of modern educational technologies and new forms of professional development. considered.

The words of the President of the Republic of Uzbekistan Sh. Mirziyoyev, "Bringing up our children as truly patriotic people with independent thinking, modern knowledge and professions, a strong life position, is a matter of great importance for all of us." After all, in the destiny of every person, his education in school, vocational colleges and universities is very important. Innovative pedagogical activity in scientific and educational institutions of the developed countries of the world is considered as an important direction of strategic development.

Therefore, the interest in the use of innovative technologies in the education system is growing day by day. One of the reasons for this is that while the goals of education have so far been to teach young people only ready-made knowledge, today modern technology allows them to search for their own knowledge and even draw their own conclusions.

Main part

Today, radical reforms are being carried out in the system of retraining and advanced training of teachers in the country. The years of independence have been marked by the implementation of large-scale reforms aimed at defining the prospects of socio-economic and cultural development of the Republic of Uzbekistan, striving to take a worthy place in the world community. The study of the experience of the developed countries of the world, taking into account the local conditions, economic and intellectual resources, the implementation of radical reforms in all spheres of society, provides new achievements. Although international cooperation in various fields is bearing fruit, the strengthening of national independence in all respects, the enrichment of achievements, the rapid elimination of existing shortcomings require special dedication, diligence, courage and requires determination.

Innovative technologies in the pedagogical process are innovations, changes in the activities of teachers and students, which require the use of interactive methods.

In particular, the use of innovative technologies in the classroom stimulates students' interest in scientific research, develops creativity and ingenuity. As a result, the acquired knowledge, skills and abilities will be applied in practice, the quality of mastering will increase. To do this, the teacher must be competent and plan the lesson correctly according to the content of the topics, to ensure that all students work actively and consciously during the lesson.

Today, the modern education system in our country is the result of the great changes that have taken

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place in this area in recent years. From this point of view, education is not only a part of the social life of today's society, but also one of the important factors in its development. It is well known that education is one of the key factors in educating the next generation.

As you know, innovation is a theoretically based, goal-oriented and practical innovation. Any innovation requires a high level of emotionality and intelligence. For these reasons, innovation in education is slowly gaining ground. The educational process in secondary schools and higher education institutions, as we have seen, requires innovative practice not only in active dialogue with the teacher, but also in being active and proactive in understanding the world. Today we see not only an innovative system of education, but also the activation of the mental state of teachers. Opinions about innovation processes, in our opinion, are grouped around the following questions: what is the difference, nature, nature of the innovation process; who is the subject of this process, how does this subject manifest itself; what problems solve innovative processes in education; which types are clearly visible; the teacher's awareness of innovations (psychological, methodological, cognitive) in the learning process; motivation of innovative processes in the educational institution; their role in educational technologies and educational reforms. The concept of "innovative education" is interpreted differently in the scientific literature: some authors look at innovation from a philosophical and theoretical point of view, while others understand the rational use of a factor in the learning process, such as active teaching methods or teaching aids. The essence of educational innovations is their practical nature: they are aimed at developing the ability of innovative thinking in graduates of higher education, as well as students of advanced training courses. So, when we talk about higher education innovation, we mean the new knowledge that is evolving and the innovative vibrancy of education. By innovation enthusiasm, A. K. Markova understands the transformation of new knowledge into a technological or social reality, the transformation of scientific knowledge into a field of goods or services. Characteristic features of innovative education are self-government, professionalism, anropocentrism. The goals of innovative education are: to ensure a high level of spiritual, intellectual and personal development of students; to create conditions for students to acquire scientific thinking skills; to teach the methodology of innovation in the socio-economic and professional spheres. Most educators understand professionalism as follows: the level of skill in finding solutions to professional problems; ability to carry out professional activity; creative approach to non-standard situations, the ability to find a productive solution; intellectual and personal level of development; availability of basic skills and competencies. This means that innovative education puts the educational process in line with the specialization of social and cultural knowledge and skills in the field of technology (professional culture), which allows him to master the tools and methods of understanding professional problems.

- It should be noted that as a result of the reforms, many advanced innovative technologies have entered the education system. It is this aspect that encourages every teacher to work on themselves and learn new innovative methods. This gave them the opportunity to demonstrate their level of intellectual ability. In the past, the mission of education was to “prepare” people for life by forming knowledge, skills, information and social characteristics, and by adapting individuals to the conditions of society. Today, education does not allow individuals to develop mechanisms of influence that create a balance between society and personal interests, to teach individuals how to improve themselves and find their place in life, to work effectively in society. is being nurtured.
- World experience shows that the problem of teacher competence has been studied not only in our country, but also by educators, psychologists, methodologists, political scientists, sociologists, philosophers, linguists and other scientists around the world. Accordingly, research scholars interpret pedagogical competence differently in form and content.
- According to B.D. Elkonin: “Competence means the integration of knowledge, professionalism, qualification, experience, responsibility into pedagogical activity. It means to be a master of your field, to know the secrets of your field. ”

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- Thus, today's innovative activity turns the student and the teacher into partners in the educational process. Makes the lesson fun and effective.
- The development of modern education has given rise to a new direction - innovation. The term “innovative pedagogy” and its specific research originated in Military Europe and the United States in the 1960s. Initially, the innovation activity was led by F.N. Gonobolin, S.M. Godnin, V.I. Zagvyazinskiy, N.V. Kozmina, V.A. Slastenin, A.I. Researched in the works of Shyerbakov. These studies are highlighted in terms of innovative practice practices and the dissemination of best pedagogical practices.X. Barnet, Dj. Bassett, D. Hamilton, N. Gross, M. Mayez, A. Haylock, D. Chen, R. Edem Management of innovation development, organization of changes in education, the necessary conditions for the "life and activity" of innovation issues were analyzed. The psychological aspect of innovation was developed by E. Rodgers, one of the American innovative scientists. He studied the classification of categories of participants in the innovation process, his attitude to innovation, his readiness to perceive it.
- A number of educators have expressed different views on the term "innovation."
- In particular, A.I. Prigogin, a researcher in the field of pedagogy, defines "innovation" as a purposeful change that introduces new relatively stable elements into a particular social unit - organization, population, society, group.

- Researchers A.I. Prigogin, B.V. Sazonov, V.S. Tolstoy, A.G. Kruglikov, A.S. Akhiyezer, N.P. Stepanov and others distinguish two approaches to the study of the components of innovation processes:

- individual micro-level of innovation
- The level of interaction of individual innovations.

The first approach highlights a new idea that has been put into practice. The second approach is understood as the interaction of innovations introduced separately, their unity, competition, and, as a result, the replacement of one by the other.

Scientists distinguish the concept of periodicity of life in the analysis of the microstructure of the innovation process. This is because the concept is a measurable process in relation to innovation.

The pedagogical literature provides a diagram of the innovation process, which includes the following stages:

1. The stage of birth of a new idea or the emergence of a new concept, also called the stage of discovery.
2. Invention, that is, the stage of creating something new.
3. The stage of being able to apply the created innovation in practice.
4. Dissemination of innovation, the stage of its widespread implementation.
5. The dominant stage of innovation in a particular field. At this stage, the novelty loses its novelty, and an effective alternative emerges.
6. The phase of reduction of the scope of innovation by replacement on the basis of a new alternative.

V.A. Slasten believes that innovation is a set of goal-oriented innovation creation, dissemination and use, the goal of which is to meet the needs and aspirations of people by new means.

The role of professional competence in every educator is important. Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the performance of professional activities and their application in practice at a high level.

Professional competence does not mean the acquisition of specific knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent area. Competence also requires the constant enrichment of professional knowledge, the ability to learn new information, to understand important social requirements, to be able to search for new information, process it and apply it in their work.

Professional competence is manifested in the following cases:

- in complex processes;
- when performing uncertain tasks;
- when using conflicting information;
- being able to have a contingency plan

The introduction of a competency-based approach to general secondary education, which is one of the key components of the system of continuing education, requires special attention to the process of forming the basic and specific competencies of science teachers. Participates in the planning of educational activities, taking into account the psychological characteristics of young teachers, the conditions of the educational institution, makes suggestions for improving the educational process.

As a clear proof of our opinion, the essence of the content of innovative competence in educators is still widely understood today. In particular, the work of each educator is reflected in the following:

- Improving professional BCM;
- critical and creative approach to activities;
- Achieving professional and creative cooperation;
- development of business skills;
- elimination of negative habits;

At the same time, the structural foundations of competence are analyzed as follows:

Special or professional competence (high level of organization of professional activity);

Personal competence (self-development, self-expression);

Individual competence (self-management, professional development and innovation);

Social competence (joint organization of additional activities);

Conclusion

In short, in the process of training and retraining of teachers, as in any field today, the organization and management of the educational process in accordance with the requirements of the innovative educational environment, updating the content of education is a requirement of the times. . The above examples are clear evidence of our opinion.

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Educational Potential of Arts

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AND

OYBEK DAVLATOV

Abstract:

The article is devoted to the issues of teaching and educating youth by revealing the inner resources of art. It determines the educational potential of art, and describes the ways of its implementation in conditions of education modernization; considers the functional possibilities and prospects for the development of the artistic culture of youth, including in the process of interaction of cultures of different peoples. The author dwells on the components of the national culture, and describes state strategies, attitudes and guidelines in the implementation of the educational potential of art. Much attention is paid in the article to the continuity of traditions, national and artistic values of the Uzbek people, the formation of students' motivation to master the values of national and world artistic culture.

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Introduction

Uzbekistan has taken a step into a new decade. Its achievements are becoming history; life is setting it more and more new requirements; great prospects are opening up for even deeper transformations in all spheres of society and the choice of priority areas for modernizing the system of continuous education, which is one of the main sources of training a spiritually and intellectually advanced generation, since it is this generation that will have to transform all spheres of the economy and build the future.

The ability of the education system to meet the needs of individuals and society for high-quality educational services determines the level and prospects of the country's economic and spiritual development. The concept of modernization of education in the Republic of Uzbekistan implies innovative changes in an integral pedagogical system, as well as the creation of favourable conditions for the personal development of the younger generation in accordance with the requirements of modern society. Uzbekistan is actualizing the need for the optimal use of such an educational resource as art, which is the most important means of formation and development of spiritual, moral and aesthetic ideals of individuals in conditions of mass culture.

One of the indicators of spiritual and intellectual development of youth is their creative potential. The core and spiritual potential of creative development of individuals is artistic culture and its most important components – art, material and artistic activity, and sciences that study artistic culture. It is a mobile and dynamic system that as a process functions in society in stages: a) creation of artistic values; b) their distribution by various channels; and c) their assimilation. Artistic culture is of particular value in conditions of reconstruction of socioeconomic relations. The process of forming the artistic culture of youth will be more effective if a complex impact of all types of art is carried out on its emotional and volitional sphere [1]. The principle of "integrating the arts" by V.Volynkin is put forward as one of the leaders in solving the problem of children's artistic development: "the complex of arts acts holistically and systemically, forming by its own a new and higher level aesthetic perception" and is necessary for more than 30 adequate perceptions and understanding of the author's intention by children [2:357].

Main part

It is known that art education and upbringing are important components of stimulating the creative abilities of individuals, based on the development of interest in human cultural artistic traditions and assimilation of world and domestic creative heritage. The study of artistic culture, in particular, the national characteristics of professional fine arts in the country, must be considered as an effective means of educating the younger generation in the spirit of internationalism, as well as respect for the customs and artistic traditions of various peoples and nationalities. Mastering successfully the objects of national and world artistic heritage contributes to the formation of creative thinking of individuals, the emotional and aesthetic assimilation of the phenomena of reality and the development of own creative abilities, which ensure the practical reproduction in independent creativity of the national colour, original artistic images, and most importantly, the formation of moral and aesthetic qualities of the younger generation.

Artistic culture performs a number of functions:

- aesthetic – formation of a sense of beautiful and aesthetic taste, aesthetic consciousness;
- ideological – assessing author's ideological position, his perception of the world;
- cognitive – contributing to the discovery of historical facts and author's psychology for oneself, and knowledge of the subtleties of his perception of the world;

➢ communicative – art as a conductor of knowledge and feelings, a means of spiritual communication;

➢ educational – ensuring the formation of a spiritual and integral personality, and human values, comprehension of humanistic categories of goodness, beauty, etc.

From early childhood, anyone comes into contact with works of art. Thus, the mother puts her love into the lullaby satisfying the child’s need for safety. According to the researchers, lullabies greatly contribute to the development of the spirituality of the individual, and form a positive personal potential. Lullabies harmoniously combine the elements of oral folk art and the spiritual world of the mother.

Starting from early school age, pupils should become familiar with the most important layer of artistic culture – folk art: folk crafts, folklore, folk traditions, customs, early and modern traditional art (architecture, miniature painting, calligraphy, alabaster carving, stone carving, wood carving and etc.)

An inclination for artistic and aesthetic perception of the world is inherent in the very nature of man. So, the instinct of children’s creativity is manifested in their perception of the world through the prism of imagery and imagination. In this regard, V.Sukhomlinsky noted the following: “Children should live in the world of beauty, games, fairy tales, music, drawings, creativity”. It is important that the child sees the beauty, stops in front of it in amazement, makes the beauty a part of his spiritual life, and is delighted with the beauty of words and images [3:18].

Thanks to its visual-graphic form, fine art is close and understandable to children; it is human in the deepest sense of this word. Examples of moral behaviour embodied in artistic images introduce children to the laws of human communication in the best way, make them treat someone else’s pain with understanding and compassion, sincerely empathize with someone else’s joy, and be sensitive to those who are near. Fine art “creates a person and is addressed to a person, knocks at his heart, serves to unity and involvement in human relationships, indicates the direction of a moral deed” [4:48].

In order to protect our youth from the “general culture”, first of all, it is necessary to cultivate a healthy artistic and aesthetic taste. The educational function of art requires the improvement of all its branches. Today, the main attention is paid to the development of aesthetic culture of individuals in the field of education, press, media, Internet, information and communication technologies and other means of culture, such as theater, cinema, literature, music, fine and applied arts, which have a direct impact on the consciousness of youth.

The issues of developing the sphere of culture and arts has been one of the priority directions of the state policy of the Republic of Uzbekistan for many years. In 2017, a program of comprehensive measures was approved based on international experience to improve the cultural and spiritual level of youth by attracting them to art and familiarizing them with the best examples of national and world culture. Among them are: holding reviews and festivals of theatrical art that reveal the images of contemporaries and heroes of our time; holding creative meetings and master classes with foreign musicians and composers; wide propaganda about the rich culture of Uzbekistan in the international arena, etc. [5]

Naturally, all forms of art, developing and improving, serve the main goal – the spiritual education of youth. The state constantly shows concern for the development of art and is the main support in the further modernization of society and upbringing of creative youth, who are tolerant of the cultures of the peoples of world civilization.

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In recent years, all the main components of the national culture have received dynamic development and support: historical and cultural heritage, artistic creativity on a professional and non-professional (amateur) basis, authentic folklore groups, club activities, library and museum work, cinematography, folk arts and crafts.

At the same time, work experience of in the higher education system indicates that as a result of a thoughtful and systematic introduction of youth to the heritage of domestic and world artistic culture, familiarization with the creative heritage of Uzbek and foreign artists during conversations, disputes, electives, creative evenings, excursions and practical lessons of fine arts, the following general conclusions can be made:

- artistic culture as a whole solves the most important task of propaganda, familiarizing wide circles of the younger generation with national cultural values, forming and strengthening the aesthetic self-awareness of youth;
- local features of the original professional fine arts, which reflect the current problems of society and the most important stages in people's history, are inextricably linked with the development of characteristic trends in world culture.

In disciplines of an artistic and aesthetic cycle in higher educational institutions, it is advisable to use the didactic principles known in pedagogy that qualitatively affect the growth dynamics of students' artistic and creative abilities: the principle of a holistic view of the world (formation of a single picture of the world based on establishing a connection between various educational areas and comparing the information received with their life experience, creation of an active transformative world perception, adoption of an integrative interaction approach to solving educational problems in lessons); the principle of variability (choice of an individual trajectory of development, hypothesis of the optimal variant); the principle of continuity (continuity in all levels of education at the level of methodology, content and methods); the principle of psychological comfort (removing stress-forming factors in the educational process, creating an atmosphere of psychological comfort (a situation of success) and emotional richness in lessons); the principle of creativity (maximum orientation towards creativity in educational activities, use of interactive teaching methods aimed at creating problem situations in lessons and stimulating students' creative self-expression), the perception of literary and graphic material in the context of social macro- and micro situations, understanding the "dialectics" of the soul [6:36]. In addition, it is advisable to use a number of educational and innovative technologies that ensure the implementation of the following conditions: high professional skills of the teacher-artist; creation of problem-search situations and creative tasks aimed at the development of aesthetic characteristics of individuals and artistic and pedagogical skills of students; creation of a creative atmosphere in the process of research and artistic and creative activities; optimal motivation of students to form worldview positions and value orientations.

A particularly effective means of moral and ethical formation of an individual in the process of art education is a systematic familiarization of the younger generation with the creative heritage of outstanding artists and masters of applied arts of the country. This makes it possible not only to directly perceive the originals of highly professional works of artists, which form the consciousness of the mediated involvement of young students in the world of high art, but also contributes to the formation of skills in creative analysis of portrait images of compatriots, historical plots, recognizable pictures of nature, original subject compositions in works of fine art, as well as traditional and modern works of decorative and applied art, ancient architectural monuments and

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other objects of artistic culture, which stimulates the development of creativity and the creative potential of youth. [2]

At the same time, additional measures are being taken to create an effective system for working with gifted youth, support their initiatives aimed at realizing the talent and potential of the younger generation, as well as provide training for highly-demanded specialists capable of adequately representing the interests of the country in the international arena at a high professional level.

In this regard, today great importance is being attached in the country to the issues of increasing attention to youth and their wide involvement in culture, art and sports, forming skills in the use of information technologies, and promoting reading books among the younger generation. Especially, in recent years, a lot of work has been carried out to develop creativity, creative potential, abilities and talent of youth. In particular, 5 initiatives that were put forward by the President of the Republic of Uzbekistan Shavkat Mirziyoyev, aimed at creating specific conditions for the upbringing and education of modern youth, can be cited as an example. In the first initiative of the President, it was proposed to increase the interest of young people in music, art, literature, theater and other forms of art [7].

For each initiative, a project program of measures was developed, the implementation of which was planned in 2019-2020. The project program on the first initiative envisages attracting 2 million young people from 14 to 30 years old to culture and art. It was planned to open additional classes in children's music and art schools, and in cultural centers – clubs for instrumental, vocal performance and fine arts, "youth clubs", theater-studios, and children's ensembles. A positive experience of famous artists, creative workers and masters of folk crafts of decorative and applied arts in mentoring and training youth is being introduced.

In order to raise to a qualitatively new level the work on the identification, selection, training and education of gifted youth, further support and encouragement of young talents, agencies have been established for the functioning of presidential, creative and specialized schools with progressive forms of education, pedagogical technologies and information innovations, equipped with modern libraries with works of national and world literature, music, cinema, sculpture, applied arts and other creative areas. These are the creative schools named after Abdulla Oripov, Hamid Olimjon and Zulfiya, Muhammad Yusuf, Ibroyim Yusupov, Erkin Vohidov, Muhammad Rizo Erniyozbek ogli Agahi, Halima Khudoiberdieva and Abdulla Kadiri.

Also, a number of large projects are being implemented in order to revive, study and use the rich cultural heritage of the people in the education of youth. In particular, the Center of Islamic Culture of Uzbekistan is being created in the capital, and the Imam Bukhari International Research Center is being established in Samarkand. The activities of the Center for the Study of the Cultural Wealth of Uzbekistan Abroad and the Center for the New History of Uzbekistan are being organized. A lot of work is being done to improve the culture of reading, improve the spheres of culture and art, and organize creative schools and centers in the regions, which will be named after great figures of literature and art.

Thus, the ongoing reforms and measures taken to modernize the education system are currently aimed at the comprehensive education and development of modern youth.

The abovementioned allowed us to formulate appropriate attitudes and guidelines in realizing the educational potential of art as a means of:

● strengthening ties between ethnic groups and states, a way of mutual understanding, interaction and mutual enrichment of national cultures; familiarizing youth with the cultural values of the world;

● a dialogue of cultures between generations of different ethnic groups; creation of a favourable socio-cultural space in order to expand cultural and humanitarian cooperation, and realize the ideas of peace and democracy [1];

● building up spiritual and moral values and orientations of individuals in the process of cognition of works of art;

● implementation of informational, cognitive, creative, purifying (catharsis), relaxing and spiritual potential of art in the educational process; stimulating students to self-education and creative self-realization; mobilization of potential cognitive resources of individuals;

● development of cultural cooperation in the field of education; enrichment of the content of education with general and ethno-cultural knowledge; use of innovations in teaching, modern technologies for the formation of the artistic culture of youth; productive analysis of the general and special in the culture of different nations (language, everyday life, folklore, works of art);

● forming the national-artistic culture of youth in the process of formation of its civil, patriotic and aesthetic consciousness;

● forming the interest and needs of youth in the independent mastery of layers of artistic culture, creative activity for the creation, study and promotion of works of art;

● assistance to youth in the preservation of monuments of national and world culture embodying the historical memory and cultural heritage of the past;

● formation of persistent cultural and ideological immunity among youth, a critical attitude towards pseudo-cultural and ideologically alien models and stereotypes of general culture (subculture).

Thus, art-based aesthetics and their relationships are one of the foundations of spiritual education that forms the need for the perception of beauty, which is an important basis for the aesthetically rich worldview of modern youth. Realization of the educational potential of art contributes to the growth of national self-awareness, the preservation of the spiritual cultural heritage of peoples and the formation of a whole aesthetic image of youth, behind whom is the future of the country.

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Teaching numbering within a hundred in elementary math classes (based on independent study)

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Abstract:

Elementary school math lessons are based on what children learned in previous courses when teaching numbers to 100. New pedagogical technologies and teaching aids have been used to explain this topic to children.

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Introduction

In the elementary mathematics course, material on numbering and arithmetic operations is studied in concentrates. Elementary math involves working on a total of five concentrations. These are concentrations of decimals, decimals, hundreds, thousands, and multi-digit numbers.

Each concentrate reflects the main issues of the systematic arithmetic course according to its content, so as students learn to number numbers within one or another range and to operate on these numbers, the essence of arithmetic in general is clear. they imagine.

Each time new numbers are numbered on the basis of material and repeated references in the performance of operations, the most important, allows to deepen and expand the content of arithmetic concepts. In addition, the gradual formation of sound learning and skills (in numbers, measurements, oral and written numbering, calculations, etc.) is ensured, as the methods of performing these actions are gradually strengthened, while maintaining commonality.

Main part

The reasons for studying the second decade separately are as follows:

1. Students gain an initial understanding of the decimal structure of a number, where they first learn about the existence of a decimal number.

2. Addition and subtraction operations on one-digit integers (in terms of the methods of performing them) are actually completed in the second decimal, because, for example, addition and subtraction within 100 are performed using the methods used in the second decimal concentration.

3. The addition and subtraction table ends in the first 2 decimal places, so it must be automated.

Elementary school math lessons rely on what children have learned in previous courses to teach them to number out of 100.

New pedagogical technologies and teaching aids can be used to explain this topic to children.

When teaching numbering in the face, the lesson will be more understandable if it is done on a demonstration basis.

Learn to number in the second decimal place.

Preparatory work for teaching the numbering of the second decimal place is carried out during the preparation of the material on the topic "The first ten". For this purpose, exercises are included to count things in decimals (how many students are in row 1? How many students are in row 2? How many students are there in total in the class? Etc.). It is helpful to include a few exercises to count groups of objects (a pair of shoes, a pair of buttons, a set of five buttons, etc.) to help children move on to counting decimals.

It is also used as a prep exercise to say the name of the second decimal number: what number is said after two in the count, after twelve? before five, before fifteen? What is the result of adding one to 3? What about adding 1 to 13? Which number is smaller than 5 by 1 (less)? and so on.

Although such exercises can be solved by only a few students in the class, all children are assured that there are numbers after the first ten, which are many, and that there is a similarity with the names of numbers that children are familiar with when naming these consecutive numbers.

The children learned to identify which of the numbers being compared was greater and which was smaller when they studied the first decimal (they conclude that the number that comes later in the count is greater than the number that comes first).

In addition to comparing numbers in the first decimal place, the teacher should "apply" this knowledge in the application of 20. For example, look at the number ladder. How many cubes are there on the first one? (one). What about the end? (ten). How many cubes should there be on the next (next) column if we continue the step of numbers? (eleven). What's next? (Twelve). Such questions can be asked: "Which number is bigger: 4 or 5? Guess which number is bigger: 14 or 15?"

Verbal numbering. The study of verbal numbering of second decimal numbers begins with the formation of the concept of decimals. The teacher ties the sticks in tens and shows how to make tens from one. The children do the same exercises, and then they count, add, and subtract decimals. For example, how many dozen sticks did they tie in this row? Put three more dozen sticks on the table than mine. As a result of such exercises, children conclude that decimals can be counted, added, and subtracted as simple units (ones). Then, based on counting ones and tens, the formation of 10-20 numbers is considered and their names are explained.

Teacher: There is 1 tent or 10 sticks here. How do you get the number after ten?

Student: Add one to ten?

Teacher: Look, I'm going to put one stick on top of ten - ten and one. How much are the sticks?

Student: A total of 11 sticks.

Teacher: How many tens (ten) and how many times in eleven?

Student: One decimal and one decimal.

Then the knowledge of the decimal structure of numbers is strengthened with and without visual aids.

1) List 12 sticks and determine how many sticks there are and how many sticks there are.

2) Take 1 dozen sticks and 4 more sticks - how many sticks did we get in total?

In the study of verbal numbering and later written numbering, addition and subtraction are considered, which are the division of numbers into room additions.

We add 10 units, 9 ones, and the result is 1 decimal and 9 units.) Such exercises bring the decimal structure of numbers to consciousness and its organization.

For example, solve examples; 10 + 9, 17-10, (explanation: 10 this also allows you to master 1 decimal or.

The formation of numbers in the natural order, their quantitative and ordinal relations are determined by performing the following exercises:

1) Count one by one from 12, say the numbers that are formed, count one by one from 20 and vice versa, and say the numbers that are formed.

2) 1 greater than 17 (say a small number).

3) Solve examples orally. 13 + 1, 18-1, 14 cm - 1 cm, 19 cm + 1 cm,

Add and subtract within 100

According to the program, when learning to add and subtract numbers within 100, students should not only learn the methods of calculation for all cases of addition and subtraction, but also acquire certain theoretical knowledge. They are the interrelationships between the components and the result of adding a number to a sum, adding a sum to a number, subtracting a sum from a sum, subtracting a sum from a sum, and adding and subtracting.

Children are first introduced to parentheses. In order to prepare to enter parentheses, the teacher prepares 2 cards for two or three expressions.

For example, 7+ (8 + 5) prepares two cards for the expression (2 out of 2) y 8 + 5 and 7 + 13. The teacher puts an 8 + 5 card on the deck. It means to read the text using the word "sum": calculate the sum.

"Now add 7 to the sum of 8 and 5." (Cards with numbers + and 7 are placed on the deck board (13 + 7 = 20)). After such preparation, the teacher introduces the children to the brackets.

Guys, we need to add 2 to the difference between 8 and 3. Look at this card. What this post means. (Difference between numbers 8 and 3). Let's add 2 to this difference. (puts a + sign, puts a card with the number 2 on a white background). Calculate the difference. (5 is generated.). add 2 to the difference. How much will it cost? (7). Writes an example. We don't have an 8-3 card, so I'm going to circle the difference between 8 and 3 with a circle of 8-3. (wraps the resulting 8-3 record: (8-3.) I add 2 to this subtraction. (+ writes the sign and the number 2;) this entry is formed: 8-3) +3). Please read again. (Add 2 to the difference between 8 and 3).

When writing such entries in a notebook, only part of the circle is drawn without drawing the top and bottom, leaving only the parentheses. The parentheses mean that you must first find the difference between the numbers 8 and 3, and then add the two.

For example, looking at the first note (5 + 2) + 1 = 8 and the pictures given to the problem, the children read the left side of the example (add 1 to the sum of the numbers 5 and 2) and explain how each number is described. (The first addition represents 5 rubber balls, the second 2 footballs, and the number to be added represents 1 children's ball). Then exercises are given to apply the properties of substituting two adjacent conjunctions with their sum, which prepares them to master the methods of calculation. For example, it is convenient to replace two adjacent conjunctions with their sum. Calculate by the method: 5 + 9 + 1, 3 + 14 + 6, 30 + 50 + 4.

The methods of addition and subtraction within 100 are basically to replace one of the numbers with

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the sum of the room additions, then add the ones together, add the tens, and subtract one from the other, and the tens from the tens.

1. A system of exercises for learning to number numbers on the face.

1. Make the parentheses so that the result is correct:
30-7 + 3 = 20 20-9-9 = 2
40-6 + 2 = 32 6 + 7-5 = 8
2. Solve the problems by checking:
78 + 5 = 83 80-9 = 71 64 + 3 = 67
83-5 = 78 71 + 9 = 80 67-3 = 64
3. Using the result of the first example, calculate the result of the second example:
8 × 6 = 48 9 × 4 = 36 15 × 2 = 30
6 × 8 = 4 × 9 2 × 15
4. Replace the asterisks with the symbol><or =:
6 × 3 * 3 × 6 7 × 4 + 5 * 5 × 7
2 × 9 * 9 × 3 8 × 7-8 * 7 × 8
5. Replace the asterisks with an unwritten action sign:
7 * 2 = 2 × 7 3 × 4 = 4 * 3 4 * 8 = 8 × 4 6 * 5 = 5 × 6 9 * 3 = 3 × 9

In summary, by working on numbering numbers in a hundred, students learn to count objects in 1-100, add and write numbers, and compare one-digit and two-digit numbers.

Children develop the ability to compare numbers according to their position in the row, as well as to compare the number of decimals and units in a given number.

Knowledge and skills such as dividing numbers by 100 and their sequence, adding and writing numbers 21-100, and their decimal structure are strengthened.

Also, it takes a long time to work on the numbering of the face. As students explore this topic, they will develop skills and competencies about the different states and methods of addition and subtraction, multiplication and division, and properties within a face.

As a result of studying this topic, children learn to count, that is, to memorize the results of addition and subtraction of any number in 100 independently of the sum of numbers.

They also learn all the properties of multiplication and division.

Thus, the study of operations on the topic of "Hundreds" prepares students to quickly and easily perform written calculations of future calculations.

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Factors Influencing Acceptance of Caesarean Section Among Women of Reproductive Age in Comprehensive Health Centres in Akure South of Ondo State

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Abstract:

Caesarean section (CS) is an alternative life-saving obstetric surgery. It has contributed to the reduction of maternal mortality and morbidity. Despite the known benefit of CS, there is reported evidence that women in Nigeria are reluctant to accept CS even in the face of obvious clinical indications. This study, therefore, sought to identify the various factors that are influencing the acceptance of Caesarean section among women of reproductive age. The methodology employed was a descriptive design. The population of the study constitutes Women of Reproductive age from the three Comprehensive Health Centers in Akure South local government area of Ondo State. The sample size was 400. The instrument of data collection was a Self-Structured Questionnaire with a Cronbach's alpha of 0.910. Convenient sampling techniques were employed and the data collected were analyzed with descriptive statistics and the hypothesis tested with logistic regression. The result revealed that 201(52.2%) accepted that CS is for women that are not physically strong, 165(42.8%) said that it is a taboo in their culture to have a baby through C/S, 240(62.3%) accepted that if they are prayerful they don't need CS. It was revealed that culture influenced the acceptance of CS (P = 0.015) and a decrease in culture increases CS acceptance by 59.7%. Also, economic factors influenced the acceptance of CS (P=0.031). It was recommended among others that the government should ameliorate the burden of CS delivery by subsidizing the cost to encourage women to opt for this method of delivery if the need arises.

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Introduction

The birth of a baby usually brings joy to a home and this occurrence is a thing of celebration not minding the method of delivery. In contrast, the death of a mother and her baby following a complicated pregnancy or difficult labour, especially when it occurs due to the refusal of Caesarean birth causes agony and destabilization in a family. There are different methods of delivery which include: vagina birth, planned Caesarean Section, emergency Caesarean Section, vaginal birth after Caesarean Section (VBAC). The outcome of this delivery which is a life baby and healthy mother is the optimal goal. The method of delivery used by any woman will never make her a lesser mother or an incomplete woman, but it's unimaginable, when some women refuses a method of delivery prescribed for her by a physician even at the detriment of her life and that of the baby after a nine-month Journey. The reasons for these refusals differ in these women, no matter what they may have in mind, the joy that follows acceptance and consequences of refusal should be given a second thought. The stress and rigors of pregnancy should not be wasted just because a woman feel a method of delivery is inferior to another one.

As often as one thousand times a day, women die while giving birth, many of which occur due to the refusal of Caesarean delivery in some low resource settings (Lawani, Igboke, Ukaegbe, Anozie, Iyoke, Onu, et al., 2019). Surgical interventions during pregnancy are usually made to ensure safety of the mother and the child under conditions of obstetric risk. To save the life of both mother and child in some cases, a Caesarean section may be necessary as the ultimate outcome of pregnancy is to have a safe mother and a live baby (Ugwu & De-Kok, 2015). This Caesarean section is of benefit to pregnant women and the newborns when its indication is well-founded.

The prevalence rate of CS in Nigeria is 2.1%, which indicate underutilization of the surgical delivery due to some factors and this evidently increases the maternal mortality rate. Evidence from previous research work has shown that some women do refuse CS, Refusal rate of CS of 11.5% was recorded (Olofinbiyi, Olofinbiyi, Aduloju, Atiba, Olaogun & Ogundare, 2015). Also, Ugwu and De-kok (2015), recorded 20% refusal of medically indicated CS. Interestingly, Ezeome, Ezugworie and Udeolar (2018), deduce a refusal rate of 13%, and Panti, Nasir, Saidu, Garba, Tunau and Ibrahim (2018) recorded 22.5 % of non-acceptance of CS. These entire refusals can increases maternal mortality rate, this maternal mortality represents the leading cause of death among women of reproductive age in most developing countries, including Nigeria. A "real woman" has to bear the pains of labor no matter how long it lasts and subsequently delivers a healthy baby vaginally, this explains why women in most sub-Saharan African countries including Nigeria will accept CS only reluctantly even in the face of obvious clinical indications (Ezeome, Ezugworie & Udealor, 2018).

Evidence from literature shows that there are many factors that are implicated in the underutilization of surgical birth by women of child bearing age. For example, cultural aversion was found as one of the major reasons for the refusal of CS in the study conducted by Faremi, Ibitoye, Olatubi, Koledoye and Ogbeye (2014), Most of the women that responded to their questionnaire believed that any woman that had her child by CS has missed an important life time experience as a mother. Fear of morbidity and mortality from the procedure (despite the availability of evidence-based safe techniques and improvements), the economic burden of this procedure scare some women away, and also cultural biasness as women that delivered through this means are termed failure (Ugwu & De-kok, 2015). Some other reasons adduced for the aversion to CS by women include: the prolonged hospital stay, the high cost of the procedure and hospital bills. Spouse refusal, religious belief and strong negative cultural perceptions regarding caesarean delivery are some factors that have been identified.

While developed countries are dealing with the ethical and legal issues associated with caesarean section, developing countries are still struggling with issues of refusal of Caesarean section even in the face of obviously defined risks of maternal and perinatal mortality and morbidity (Amiegheme, Adeyemo & Onasoga, 2016). It is worrisome, and can be perceived to be an action of insanity, for someone to reject a means that will lead to successful delivery of her child and also grant her safe health after a journey of nine months. Thus, this prompted the identification of factors influencing the acceptance of Caesarean section among women of reproductive age in Comprehensive health Centre of Akure south local government area in Ondo State.

Based on the foregoing, the study examined factors influencing acceptance of caesarean section among women of reproductive age in comprehensive health centres in Akure South of Ondo State. The study specifically examined:

iv. the influence of culture on acceptance of CS among women of reproductive age;
v. the influence of religion on acceptance of CS among women of reproductive age; and
vi. the influence of economic factors on acceptance of CS among women of reproductive age.

Research Questions

The study has the following research questions:

3. What is the influence of culture on acceptance of CS among women of reproductive age?
4. What is the influence of religion on acceptance of CS among women of reproductive age?
5. What is the influence of economic factors on acceptance of CS among women of reproductive age?

Research Hypotheses

The following hypotheses were generated for this study:

1. There is no significant influence between cultural belief and acceptance of CS among women of reproductive age
2. There is no significant influence between economic factor and acceptance of CS among women of reproductive age

Methodology

The study adopted a descriptive design, where questionnaire was used to gather information from women, about factors influencing acceptance of Caesarean section among reproductive age women in Comprehensive Health Centres in Akure South LGA in Ondo state. Akure south is one of the 18 local governments of Ondo State, which is located in south western Nigeria. Akure South Local Government easily boast of thirty-five Primary Health Care Centres (35 PHC), with three out of these been a Comprehensive Health Care Facility. These Comprehensive Health Care Centres are Arakale Comprehensive Health Centre, Oke-ijebu Comprehensive Health Centre and Isolo Comprehensive Health Centre.

The study populations are Women of Reproductive age from the three Comprehensive Health Centres in Akure South local Government area of Ondo State. The total sample size of the population was determined using Cochrane formula. The total population of women of reproductive age for the three comprehensive health centers for January was 4,127. Thus the study sample size is 364. Attrition rate of 10% was added which is 10% of 364 is 36.4 app 36. Therefore the sample size is 400. Convenient sampling technique was used to select participants for this study, women of reproductive age that are met the inclusion criteria at the three Comprehensive Health Centres were given questionnaires and same retrieved after filling.

A Self-structured Questionnaire which was developed from reviewed literature to cover content area of the research was used to collect data from the respondent. The validity was ascertained through content and face validity method. A copy of the instrument was given to two experts for review, correction and appraisal. Reliability of the instrument was pre-tested by the researchers among mothers in Akure North Local Government Area of Ondo State, using 10% of the total Population (400), which are 40 respondents. The collected data were statically analyzed using SPSS. The Cronbach's Alpha model technique was employed. A result showing Cronbach's alpha value of 0.910 was found, thus the instrument was said to be reliable.

Data generated from the study were analyzed using the Statistical Package for Social Sciences (SPSS) package. Descriptive statistics such as frequency, percentage were used to analyze and answer the research questions while inferential statistics using regression was used to test the hypotheses at 0.05 level of significance.

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Results

Research Question 1: What is the influence of culture on acceptance of CS among women of reproductive age?

Table 1: Respondents Responses on Culture as a Factor Affecting CS

S/N	Items	SA N %	A N %	D N %	SD N %
1.	It is a taboo to have a baby through CS.	103 26.8	62 16.0	122 31.7	98 22.5
2.	CS is for women that are not physically strong	91 23.6	110 28.6	82 21.3	102 26.5
3.	The feeling of being a woman will be lost because the baby is not delivered through the vagina.	136 35.3	128 33.3	69 17.9	52 13.5
4.	Baby born through C/S is not as healthy as those born per vaginal	26 6.8	93 24.2	116 30.1	150 39.0
5.	CS is against my family belief	141 36.6	109 28.3	104 27.0	31 8.1
6.	CS will limit the numbers of children one plan to have	52 13.5	109 28.3	131 34.0	93 24.2
7.	CS mostly lead to death and some terrible complications	114 29.6	116 30.1	75 19.5	80 20.8

Source: Field Survey (2020)

Table 1 shows responses to cultural influence on acceptance of CS. The findings revealed that 103(26.8%) of the respondents strongly agreed that it is a taboo to have a baby through CS, 62(16.0%) agree, 122(31.7%) disagree, and 98(22.5%) strongly disagree that it is a taboo to have a baby through CS. When asked 91(23.6%) of the respondents strongly agree that CS is for women that are not physically strong, 110(28.6%) agree, 102(26.5%) strongly disagree, and 82(21.3%) disagree that CS is for women that are not physically strong.

The findings further revealed that 136(35.3%) of the respondents strongly agree that their feeling of being a woman will be lost if their baby is not delivered through vagina, 128(33.3%) agree, 69(17.9%) disagree, and 52(13.5%) strongly disagree. It can be seen that 26(6.8%) of the respondents strongly agreed that baby born through CS is not as healthy as those born per vaginal, 93(24.2%) agreed, 116(30.1%) disagreed, and 150(39%) strongly disagreed that baby born through CS is not as healthy as those born per vaginal.

Additionally, 141(36.6%) of the respondents strongly agreed that CS is against their family belief, 109(28.3%) agree, 104(27.0%) disagree, and 31(8.1%) strongly disagree that CS is against their family belief. Furthermore, 52(13.5%) of the respondents strongly agree that CS will limit the numbers of children they plan to have, 109(28.3%) agree, 131(34.0%) disagree, and 93(24.2%) strongly disagree that CS will limit the numbers of children they plan to have. The result further revealed that 114(29.6%) of the respondents strongly agree that CS mostly lead to death and some terrible complications, 116(30.1%) agree, 75(19.5%) disagree, and 80(20.8%) strongly disagree that CS mostly lead to death and some terrible complications.

Research Question 2: What is the influence of religion on acceptance of CS among women of reproductive age?

Table 2: Respondents Responses on Religion as a Factor Affecting CS

S/N	Items	SA N %	A N %	D N %	SD N %

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1.	CS occurs when the enemies are at work	61 15.8	94 24.4	109 28.4	121 31.4
2.	Unfaithfulness to God results in CS	49 12.7	53 13.8	212 55.1	71 18.4
3.	There will be no spiritual leader support if am to have my baby through CS	118 30.6	125 32.5	62 16.1	80 20.8
4.	If I am prayerful, I don't need CS	114 29.6	126 32.7	63 16.4	82 21.3

Table 2 shows respondent responses to religious factors that can affect the acceptance of CS. From the table it is revealed that 61(15.8%) of the respondents strongly agree that CS occurs when the enemies are at work, 94(24.4%) agree, 109(28.4%) disagree, and 121(31.4%) strongly disagree that CS occurs when the enemies are at work. Further, when asked 49(12.7%) of the respondents strongly agree that unfaithfulness to God results in CS, 53(13.8%) agree, 212(55.1%) disagree, and 71(18.4%) strongly disagree that unfaithfulness to God results in CS. The findings revealed that 118(30.6%) of the respondents strongly agree that there will be no spiritual leader support if they aim to have their baby through CS, 125(32.5%) agree, 62(16.1%) disagree, and 80(20.8%) strongly disagree that there will be no spiritual leader support if they aim to have their baby through CS. It can be seen that 114(29.6%) of the respondents strongly agree that If they are prayerful, they don't need CS, 126(32.7%) agree, 63(16.4%) disagree, and 82(21.3%) strongly disagree that if they are prayerful, they don't need CS.

Research Question 3: What is the influence of economic factors on acceptance of CS among women of reproductive age?

Table 3: Respondents Responses on Economic Factor Affecting CS

S/N	**Items**	**SA** **N** **%**	**A** **N** **%**	**D** **N** **%**	**SD** **N** **%**
1.	The cost of CS procedure is too expensive	142 36.9	179 46.5	21 5.5	43 11.1
2.	Cesarean section should be free	103 26.8	178 46.2	60 15.6	44 11.4
3.	The cost of treatment after CS is expensive	75 19.5	98 25.5	100 26.0	112 29.1
4.	Staying at home after CS will affect my source of income	32 8.3	52 13.5	197 51.2	104 27.0

Table 3 shows respondent responses to economic factors that can affect the acceptance of CS. From the table, it can be observed that 142(36.9%) of the respondents strongly agree that cost of CS procedure is too expensive 179(46.5%) agree, 21(5.5%) disagree, and 43(11.1%) strongly disagree that cost of CS procedure is too expensive. Further, when asked 103(26.8%) of the respondents strongly agree that Caesarean section should be free, 178(46.2%) agree, 60(15.6%) disagree, and 44(11.4%) strongly disagree that Caesarean section should be free. The findings revealed that 75(19.5%) of the respondents strongly agree that the cost of treatment after CS is expensive, 98(25.5%) agree, 100(26.0%) disagree, and 112(29.1%) strongly disagree that the cost of treatment after CS is expensive. It can be seen that 104(27.0%) of the respondents strongly agree that staying at home after CS will affect their source of income 197(51.2%) agree, 52(13.5%) disagree, and 32(8.3%) strongly disagree that staying at home after CS will affect their source of income.

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Testing of Hypotheses

Ho_1: There is no significant influence between cultural belief and acceptance of CS among women of reproductive age

Table 4: Model summary from linear regression on influence of culture and acceptance

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.337[a]	.113	.097	.445
a. Predictors: (Constant) culture				
b. Dependent Variable: acceptance of CS				

Table 5: ANOVA on influence of culture and acceptance

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.534	7	1.362	6.890	.000[b]
	Residual	74.528	377	.198		
	Total	84.062	384			

a. Dependent Variable: acceptance of CS
b. Predictors: (Constant) culture

Table 6: Coefficients from linear regression on influence of culture and acceptance

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.053	.080		13.159	.000
It is a taboo to have baby through CS	-.109	.035	-.213	-3.135	.002
CS is for women that are not physically strong	.044	.030	.094	1.470	.142
Feeling of being a woman will be lost because the baby is not delivered through Vagina	-.052	.031	-.109	-1.685	.093
Baby born through CS is not as healthy as those born per vagina	-.034	.038	-.066	-.909	.364
CS is against my family belief	-.046	.030	-.094	-1.527	.128
CS will limit the number of children one plan to have	-.015	.028	-.030	-.535	.593
CS mostly lead to death and some terrible complications	.015	.028	.033	.546	.586
6. Dependent Variable: acceptance of CS					

Table 7: Result of Binary Logistic Regression Between Culture and Acceptance of CS

Constant	**Chi-Square**	**Model Summary** Cox & Snell R^2 NagelKerke R^2	**Predicted (Percenatge)**	**B** **Exp(B)**	**Significance**
-.330	9.788	0.058 0.078	59.7	-0.99 0.906	P = 0.015 P < 0.05

There is significant relationship between culture and acceptance of CS; F (7, 377) = 6.890, *p* = 0.000. Linear Regression analysis showed that it is a taboo to accept CS as a birth method (*p* = 0.002). Thus we reject the null hypothesis that states that there is no significant influence between cultural belief and acceptance of CS among women of reproductive age.

Binary Logistic regression was performed to ascertain the influence of culture on the acceptance of CS based on the doctor's advice. The logistic regression model was statistically significant, $\chi2(3) = 9.788$, P = 0.015 < .05. The model explained 3.8% (Nagelkerke R^2) of the variance in acceptance and correctly classified 59.7% of cases. Culture as a factor was associated with a decrease in participant's acceptance of C/s based on Doctors' advice. That is a decrease in culture will influence more acceptance of CS based on Doctors' advice. Thus there is significant influence between cultural factor and acceptance of CS.

Hypothesis Two: There is no significant influence between economic factor and acceptance of CS among women of reproductive age

Table 8: Model summary on Influence of economic factor on acceptance of CS

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.262[a]	.069	.059	.454

a. Predictors: (Constant) finance

b. Dependent Variable: acceptance of CS

Table 9: ANOVA analysis on Influence of economic factor on acceptance of CS

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.760	4	1.440	6.988	.000[b]
	Residual	78.302	380	.206		
	Total	84.062	384			

a. Dependent Variable: acceptance of CS

b. Predictors: (Constant) finance

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Table 10: Coefficients on Influence of economic factor on acceptance of CS

		Coefficients[a]				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.009	.097		10.355	.000
	The cost of CS is too expensive	.061	.035	.114	1.760	.079
	CS should be free	-.063	.035	-.111	-1.774	.077
	The cost of treatment after CS is expensive	-.043	.034	-.086	-1.252	.211
	Staying at home after CS will affect my source of income	-.083	.029	-.184	-2.876	.004

a. Dependent Variable: acceptance of CS

From Table 8-10, there is significant relationship between economic factor (finance) and acceptance of CS; F (4, 380) = 6.988, $p = 0.000$.Logistic Regression analysis showed that staying at home after CS affects source of income ($p = 0.004$). Therefore, the null hypothesis that says there is no significant influence between economic factor and acceptance of Caesarean Section (CS) among women of reproductive age is rejected.

Binary Logistic regression was also performed to ascertain the influence of economic factors on the acceptance of a CS based on a doctor's advice among women of reproductive age was statistically significant, $\chi2(3) = 5.249$, $P = 0.031 < 0.005$. The model explained 5.5% (Nagelkerke R^2) of the variance in acceptance of CS and correctly classified 59.2% of cases. There is influence of finances in the acceptance CS.

Discussion

The study showed that 141(36.6%) of the respondents strongly agree that CS is against their family beliefs and 109(28.3%) agree**.** Also, 103(26.8%) of the respondents strongly agree that it is a taboo to have a baby through CS, agree, 62(16.0%). This finding is confirming the findings of Osonwa, Eko and Ekeng (2016) on the trend in Caesarean section at Calabar General Hospital, Cross River state that due to some erroneous and myths/beliefs about CS, most women did not subscribe to CS. Anyasor and Adetuga (2017), also deduce that 33 (32%) of their respondents agreed that CS is a cultural taboo. Besides, Robinson-Bassey and Uchegbu (2017), showed that 103 out of 195 (65.44%) respondents have a negative perception of Caesarean section. This study further revealed that 114(29.6%) of the respondents strongly agree that CS mostly lead to death and some terrible complications, 116(30.1%) also agreed. When compared to Prah, Kudom, Lasim and Abu (2017) it shows that fear was behind the refusal of CS, Anyasor and Adetuga (2017) also agreed that fear of death during surgery can hinder women from accepting CS (25.2%).

It is also shown in Utuk, Abasiatta, Ekanem and Nyoyoko, (2018) work that the major reasons for non-acceptance of CS were fear of dying (34, 38.6%). This study recorded fear as constituting about 60% of the reason for CS decline. Similarly, the study correlates with Amiegheme, Adeyemo and Onasoga (2016), findings that 79% objected delivery via CS for fear of death. Although, the volume of Caesarean sections in low- and middle-income country (LMIC) settings has increased steadily in recent years, yet we still have some women that still perceive this surgery as a deadly mission or even a taboo (Betran, Torloni, & Zhang, 2016).The findings revealed that 136(35.3%) of the respondents strongly agree that their feeling of being a woman will be lost if their baby is not delivered through vagina, 128(33.3%) agree. This shows that the percentage of those who see CS as a denial of womanhood is large about 69% when compared to Panti, Nasir, Saidu, Garba, Tunau and Ibrahim **(**2018), who had about 10.5%.

Similar findings on feelings of accomplishment were observed in Faremi, Ibitoye, Olatubi, Koledoye and Ogbeye (2014), that woman who delivers through Caesarean section miss an important life experience.

Furthermore, 91(23.6%) of the respondents strongly agree that CS is for women that are not physically strong, 110(28.6%) agree. This view supported Anyasor and Adetuga (2017), where 47 (45.6%) agreed that CS is usually done for a lazy women. Ezeome, Ezegworie and Udeolar (2018) reported that 134 (67%) of the respondent believe vaginal delivery makes them more of a woman. Analysis of religious data showed that 114(29.6%) of the respondents strongly agree that If they are prayerful, they don't need C/S, 129(32.7%) agree. This result correlates with the findings of Faremi, et al., (2014) and Ugwu and De-Kok (2015), in a work titled Socio-cultural factors, gender roles and religious ideologies contributing to Caesarean section refusal in Nigeria added that women who cannot deliver virginally are believed to have not prayed enough. The result from this findings also revealed that 118(30.6%) of the respondents strongly agree that there will be no spiritual leader support if they aim to have their baby through CS, 125(32.5%) agree, also past studies confirm the need of parturient to consult their spiritual leaders.

In the work of Ezeonu, et al., (2017) about half of the study participants (47.4%) said it was mandatory to inform their pastors before a Caesarean section. Other findings that agree with the result of this study are religious curses. The study by Ugwu and De-Kok (2015), revealed that Caesarean section is still regarded as the curse on an unfaithful woman and a procedure done for feeble women who cannot labor. The religious belief that this procedure is due to an attack by the enemy, inadequate proper information for pregnant women are also factors contributing to this aversion. In this study 61(15.8%) of the respondents strongly agree and 94(24.4%) agree that CS occurs when the enemies are at work. Further, when asked 49 (12.7) of the respondents strongly agree that unfaithfulness to God results in CS, 53 (13.8) agree. This is close to Olofinbiyi, et al., (2015), study that religious belief was the leading reason for refusal of a repeat Caesarean section. Anyasor and Adetuga (2017), also affirm in their study that 24 (23.3%) respondents agreed that the enemy is responsible for the woman's indication of CS and that cultural and religious beliefs (48.5%) were some of the reasons for refusal of CS. Furthermore, in the work of Utuk, Abasiatta, Ekanem and Nyoyoko (2018), (30 34.1%) of respondent believe that the procedure is not God's will.

The findings revealed that 142(36.9%) of the respondents strongly agree that the cost of treatment after CS is expensive, 179(46.5%) agree, also about 103(26.8%) of the respondents in this study strongly agree that Caesarean section should be free, 178(46.2%) agree. This is closely related to Oyewole, et al., (2014), study that identified one of the factors that influence refusal of CS to be financial incapability as CS is more expensive than vaginal delivery. This consequentially led to the record of high cases of unbooked emergencies CS with 200 cases of elective CS and 500 cases of unbooked emergency CS**.** Other studies have shared similar views. For example, the results of Olofinbiyi, et al., (2015) totally agree with this finding that maternal views and experiences regarding cost can be a hindrance to the acceptance of CS. In the research study conducted by Owonikoko, Akinola, Adeniji and Bankole (2015), a total of 187(46.8%) believed that CS was too expensive. In another research work by Osonwa, Eko & Ekeng (2016), majority (60%) also objected to CS because of the cost of undergoing CS. Furthermore, previous studies are in agreement that the cost of CS is a limiting factor, Anyasor and Adetuga (2017) recorded that financial constraint (53.4%) as one of the factor that hinders the acceptance of Caesarean section among women. In research work on Perception and acceptability of Pregnant women towards Caesarean section in Nigeria, by Utuk, Abasiatta, Ekanem and Nyoyoko, (2018), financial burden is one of the reasons why some women decline CS, as some of these women are not usually prepared for this method of delivery, especially the emergency CS.

The result showed that cultural beliefs had a significant influence on the acceptance of Caesarean section among women of reproductive age. The model Culture was associated with a decrease in participants' acceptance of Cs based on Doctors' advice. That is a decrease in culture will influence more acceptance of CS based on Doctors' advice. The study by Liang, Zhang, Wong, Gong and Sriplung (2018), who explored women's preference for Caesarean section (CS) and the preference for Caesarean sections' influencing factors, particularly nonmedical factors showed that the cultural beliefs had the strongest influence on the decision of delivery mode. Furthermore, the study by Owonikoko, Akinola, Adeniji and Bankole (2015), also confirmed that a negative reaction from the relatives accounts for their inability to have a vaginal delivery and most of this negative reaction was from the husband.

The result showed that economic factors had an influence on the acceptance of CS among the women of reproductive age. Economic factors were associated with an increase in participants' acceptance of CS based on Doctors' advice. These findings correlate with the findings of Baku, Japiong, Konlan and Amoah (2019), who find that average monthly income of respondents and the number of times of having a CS birth. Furthermore, this finding also agrees with the findings of Ezeonu, et al., (2017) that financial burden is one of the reasons why some women decline CS. Furthermore, this was confirmed by the study of Jayleen (2017) who revealed that contrary to the increasing trend in the use of CS in low-income countries, women in Enugu, Southeastern Nigeria, had limited access to CS. Increasing age and socioeconomic proxies for income and access to care were shown to be key determinants of access to CS. The study by Hasan, Alam and Hossain (2019) among married women in Bangladesh also confirmed that economic factors influenced the acceptance of CS.

Conclusion

The study concludes that the women of reproductive age face several factors that affect their acceptance of Caesarean section (CS). These factors range from religious factor, economic factors and cultural taboos. Misconceptions about Caesarean section delivery created fear of death among women making them averse to CS. The study found that 52.2 % of the women accept that CS is for women who are not physically strong and a taboo (42.8%). Aside from this cultural misconception women who had CS were negatively branded as being lazy, weak, and unfortunate and missing in the pleasure of vaginal birth.

The majority of the participants fail to see the advantage of Caesarean section owning to religious belief in supernatural malevolent, as most of the women believe that if they are prayerful they will never need CS, they also affirm that their religious leaders will not support them having their babies through CS. In addition, cultural beliefs and economic factors had influence on the acceptance of Caesarean section among women of reproductive age.

Recommendations

In the light of the findings from this study, the following recommendations were made.

1. The study showed that a large proportion of women had a morbid aversion towards it; due to numerous, non-evidence based socio-cultural reasons. Therefore, adequate health education, access to free or affordable antenatal care service, elimination of harmful, religious/cultural beliefs and myth regarding caesarean delivery are necessary to curb this trend
2. The government should ameliorate the burden of CS delivery by subsidizing the cost to encourage women to opt for this method of delivery if the need arises.
3. There should be a broad-based engagement of religious leaders in community on CS as a mode of delivery to reduce the negative feelings and reactions women receive after the procedure or those who opt for the procedure.
4. There should be enlightenments of religious leaders about CS as another means of delivery so that they will not see it as an attack from the enemy, thereby giving spiritual supports to any woman that is booked for CS.

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Implication of the Findings

This study highlighted factors (economy, cultural, and religious) that influence women of reproductive age from accepting CS. This is pointing out the need to address fears and concerns on the success of CS. Thus, the use of mass media to influence beliefs, practice, and awareness of Caesarean sections (CS) in this domain will not be out of place. These factors implied that the opinion of these individuals on CS during emergencies may override the professional advice of doctors and midwives and this can further create complications if it is not resolved. Women should be encouraged to attend prenatal care visits so that women with predictive factors for a Caesarean section can be identified, given counselling to facilitate acceptance of Caesarean section and ensure delivery in facilities that can provide Caesarean sections or that can give an immediate referral. It is thus important that sufficient education must be provided to all stakeholders in the delivery influence continuum, especially as it pertains to the parturient. Also, efforts should be made at all levels to reach out to religious and traditional leaders to assist in improving the dearth of knowledge as it concerns CS in the community, especially the religious leaders as most women seek their support before consenting to CS.

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Demographic Variables Influencing Care of Elderly in Nupeland, Nigeria

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Abstract:

The study investigated demographic variables influencing care of elderly in Nupeland, Nigeria. The descriptive research design of the survey type was used in this study. The study population consisted of all elderly people above 65 years old in Nupeland in Kwara, Kogi and Niger States. The sample size for this study consisted of 581 elderly people above 65 years old from Nupe tribe in Nupeland in Kwara, Kogi and Niger States. The sample was selected using multi stage sampling procedure. Care of Elderly Questionnaire (CEQ) was used to collect relevant data for the study and it was administered on the elderly people. The face and content validity of the instruments were determined by experts in Health Education, and Tests, Measurement and Evaluation. The reliability of the instrument was analysed using Cronbach Alpha. Co-efficient value of 0.79 for CEQ was obtained and considered high enough to make the instrument reliable. The responses obtained was collated and analysed using descriptive statistics while the hypotheses postulated were subjected to inferential statistics of Analysis of Variance and t-test. All the hypotheses were tested at 0.05 level of significance. The findings of the study revealed that the extent of care received by the elderly people in Nupeland was moderate. Also, there was no difference in the care received by elderly people in Nupeland based on their educational status, religion and gender. It was recommended among others that Government should implement the regular evaluation of elderly care so to serve as evidence base for improved quality care services for the elderly people.

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Introduction

The varying privileges of ageing people in the contemporary society tends to place them in an unhappy condition as they are fronting the challenges of paucity, malnutrition, physical and psychological condition, transportation problem, shelter problem, isolation and thought of death anxiety. In Nigeria, including Nupeland, the ageing appears to suffer a lot of hardship in our contemporary society. They appear to constitute the poorest group in the society, as there was noticeable evidence of penury and begging among them, especially in rural communities where majority of them resides. A cursory look at the implementation of the Millennium Development Goals (MDGs) by the Federal Government of Nigeria shows that there was no consideration for this vulnerable population group. This poses a big problem (Ayenibiowo, Kehinde, Obashoro-John & Ayeni, 2014).

The populace of the ageing people is universally increasing fast and the rate of increase is greater in developing countries including Nigeria. Presently, Nigeria has the uppermost number of the ageing people in Africa. The traditional Nupe culture has ways of taking care of the aged. For example, their extended family and children are expected to make available for them (Abdulraheem & Parakoyi, 2005). Young people in the immediate environment are supposed to help them run errands whether the head are their relative or not. It seems that these types of caring are fast becoming a thing of the past.

Nupe family structure is changing, although the family is an institution which is not disappearing, rather, families are responding and adapting to new conditions, while grown-up persons are adopting new roles within the families. The researcher observed that Nupe family structures are changing and traditional patterns of care seems to be no longer guaranteed.

Communication with some of the aged by the researcher had shown feeling of rejection by some health professionals. This seclusion in an environment where there is no social security for this progressively vulnerable group and the progressive disintegration of extended family system seems to pose serious danger to the psychosocial welfare of the aged and graceful ageing, therefore huge public health

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problems and concern (Fajemilehin & Odebiyi, 2011).

The researcher observed that grown-up people were highly respected and adequately taken care of by their extended family system. However, as the society reforms the traditional lifestyle of taking care of grown-up people has changed. It appears that changes in the structure of the society leaves elder people with many challenges in the hand of health professionals. With this upsurge in the growth of the ageing population, the number of people that will need health care will undoubtedly increase.

In old age, weight loss is now more certain and as the body dries up and the subcutaneous fats disappears, the skin becomes dehydrated and wrinkled and the eyes sunken. Bristle bones whilst teeth becomes decay and loosen. Movement becomes slow, awkward and difficult. Subsequently, people in Nigeria today are afraid of old age and are beginning to see it as an age of increasing tension and anxiety. The trials facing the ageing people are largely a social creation. These challenges are exacerbated by the existence of ageism. Majority of them were unemployed since they were young. These aged people lived in extreme poverty and cannot provide their daily needs. Having retired from labour, especially few of them that managed to get jobs, they may be poorer than ever before in their lives (Harrefos, 2009; Lecovich, 2008).

Some obituary posters with such captions as "A glorious exit," or "A life well spent," are reflections of the quality of life the departed had enjoyed. This however appears not the case for many Nigerians who died through poverty and institutional neglect. With growing numbers of grown-up people in Nigeria, unfortunately the rise is taking place in a situation where the society is least prepared for challenges that older people are presenting. The range of problems that grown-up people are facing is continually increasing as societies are locked up in conflicts, experience huge economic problems, natural disasters, diseases and deterioration in family relationships.

Care of the ageing is the fulfilment of the special needs and requirements that are unique to senior citizens. It covers such services as assisted living, adult day care, long term care and home care. Elderly care stresses the social and personal requirements of senior citizens who need some assistance with daily activities and health care, but who desire to age with dignity. The care of the aged is multidimensional and these include physical, emotional, spiritual and social care (Ayres, 2008; Ercole, 2011). The researcher observed that care of the aged has till date focused on managing protracted disorders rather than on the raise of healthy lifestyle and prevention of chronic diseases. Caring for the aged is a family obligation among the Nupes, it is believed that whoever cared for his/her aged parents will also be care for in his own old age.

Educational factor could influence the care of the aged. It seems that some elderly have limited educational chances to develop positive attitudes toward their aged. The researcher observed that the higher the level of education of the aged, the more positive attitude towards their care. Discoveries have also shown that more educated people hold positive attitude towards their care (Loh, 2006). According to the researcher, it seems that those with high educational status appears to have more achievement in getting care because they classically have access to wide range of information and positive disposition on seeking for health care. They also have easy access to information on proper care method regarding their health, as well as their social, emotional and cognitive development.

Religion was defined as an institutionalized system of attitudes, beliefs and practices to which a person can be labelled as a member, an adherent or an endorser of the related set of tenets, a person's faith was regarded as synonymous with his or her religion. Religion has been detected to be another contributing determinant that could influence the care of elderly. For instance, the 19th century Christian missionaries gave Africans a new worldview that is not mono-sectional (Sijuwade, 2008). The visible world is clearly parted from the invisible world, and after death there are heaven and hell. In this flow of thought, there is no room for ancestral blasphemies or visits from living-dead if you do not care for the elderly.

In recent years, the term 'religious fundamentalism' has been commonly used to connect religion with societal roles. What is clearly evident is that each of the two dominant religions observes the care for aged in different perspectives. Suffice is to add that they both view care for the aged as a role that must be done by the younger generations.

Religion and religious activities may have impact on society in two ways. First, religious activities, such as church attendance, are social activities that could be an instrument for creating networks for economic doings. The impact of religion in transforming people's behaviour cannot be overemphasized. Some religions activities may delay active attention that should be given to the aged people.

Gender refers to the social structures of masculinity and femininity. Masculinity means the qualities, behaviours and attitudes traditionally associated with or deemed appropriate for men; femininity for women (Sijuwade, 2009). While constructions of gender vary between places and change over time, gender is regularly a factor that defines who has access to power, authority and resources. Gender of the aged people could also be a contributing factor that could decide the care gotten by them.

This study therefore investigated demographic variables influencing care of elderly in Nupeland, Nigeria. The study specifically examined:

vi. the extent of care received by the elderly people in Nupeland; and

vii. the difference in the care received by elderly people in Nupeland based on their educational status, religion and gender.

Research Question

This research question will be raised to guide the study:

2. What is the extent of care received by the elderly people in Nupeland?

Research Hypotheses

The following null hypotheses were formulated for this study:

3. There is no significant difference in the care received by elderly people in Nupeland based on their educational status.
4. There is no significant difference in the care received by elderly people in Nupeland based on their religion.
5. There is no significant difference in the care received by elderly people in Nupeland based on their gender.

Methodology

The descriptive research design of the survey type was used in this study. The study population consisted of all elderly people above 65 years old in Nupeland in Kwara, Kogi and Niger States. The sample size for this study consisted of 581 elderly people above 65 years old from Nupe tribe in Nupeland in Kwara, Kogi and Niger States. The sample was selected using multi stage sampling procedure.

A questionnaire designed by the researcher tagged "Care of Elderly Questionnaire (CEQ)" was used to collect relevant data for the study. It was administered on the elderly people and it consisted of two sections namely Section A and Section B. *Section A* sought for bio-data of the respondents while *Section B* consisted of 20 items to elicit information on the extent of care received by the elderly people. The instruments adopted 4 point scale of Likert type as follows: Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2 and Strongly Disagree (SD) - 1.

The face and content validity of the instruments were determined by experts in Health Education, and Tests, Measurement and Evaluation. The instrument was said to have facial relevance and concerned with the subject matter, it claimed to measure. The reliability of the instrument was analysed using Cronbach Alpha. Co-efficient value of 0.79 for CEQ was obtained and considered high enough to make the instrument reliable. The responses obtained was collated and analysed using descriptive statistics of frequency counts, percentages, mean, standard deviation and graphs, while the hypotheses postulated were subjected to inferential statistics of Analysis of Variance and t-test. All the hypotheses were tested at 0.05 level of significance.

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Results

Research Question 1: What is the extent of care received by the elderly people in Nupeland?

In answering this question, data on care received by the elderly people were collected from the responses of the respondents to items under Section B of CEQ (items 1 – 20) in the questionnaire. Extent of care received by the elderly people was presented in table 1

Table 1: Extent of care received by the elderly people

Extent of care received by the elderly people	No of Respondents	Percent age
Low (20.00 – 49.05)	126	21.7
Moderate (49.06 – 58.42)	298	51.3
High (58.43 – 80.00)	157	27.0
Total	**581**	**100**

Table 1 revealed the extent of care received by the elderly people in Nupeland. The mean score and standard deviation of the responses were used to determine the levels as either low, moderate or high. The low extent of care received by the elderly people was determined by subtracting the standard deviation from the mean score (53.74 – 4.69 = 49.05). The moderate extent of care received by the elderly people was determined by the mean score (53.74) while the high extent of care received by the elderly people was determined by adding the mean score and standard deviation (53.74 + 4.69 = 58.43). Therefore, low extent of care received by the elderly people starts from 20.00 to 49.05, the moderate extent starts from 49.06 to 58.42 and the high extent of care received by the elderly people is from 58.43 to 80.00. The findings showed that the extent of care received by the elderly people in Nupeland was moderate. Figure ii further revealed the extent of care received by the elderly people at a glance

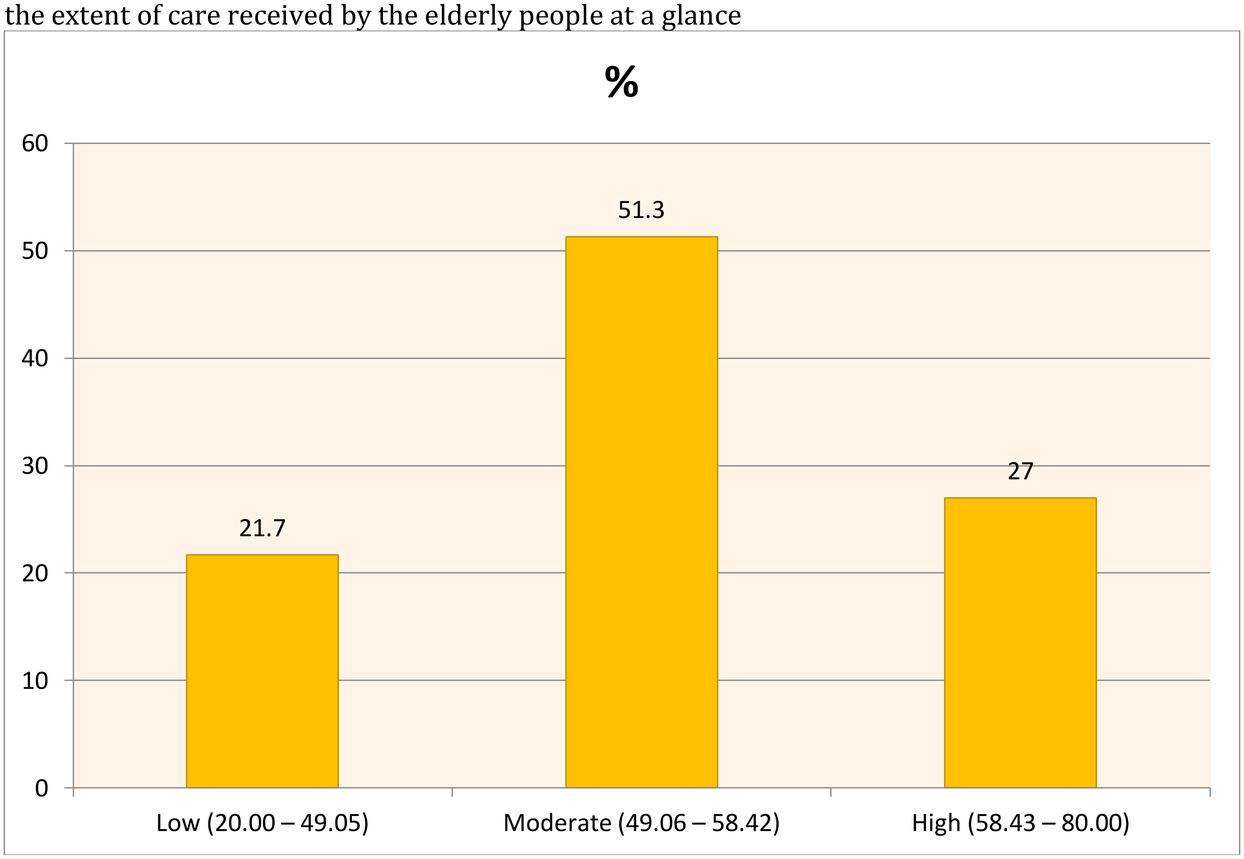

Figure i: Bar Chart showing extent of care received by the elderly people

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Testing of Hypotheses

Hypothesis 1: There is no significant difference in the care received by elderly people in Nupeland based on their educational status.

Table 2: Analysis of Variance for difference in the care received by elderly people in Nupeland based on their educational status

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.253	4	3.563	0.161	.958
Within Groups	12719.981	576	22.083		
Total	**12734.234**	**580**			

P > 0.05

The result presented in Table 2 showed that F_{cal} value of 0.161 was not significant because the P value (0.958) > 0.05 at 0.05 level of significance. Hence, the null hypothesis was not rejected. This implies that there was no significant difference in the care received by elderly people in Nupeland based on their educational status.

Hypothesis 2: There is no significant difference in the care received by elderly people in Nupeland based on their religion.

Table 3: Analysis of Variance for difference in the care received by elderly people in Nupeland based on their religion

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	60.389	2	30.195	1.377	.253
Within Groups	12673.845	578	21.927		
Total	**12734.234**	**580**			

P > 0.05

The result presented in Table 3 showed that F_{cal} value of 1.377 was not significant because the P value (0.253) > 0.05 at 0.05 level of significance. Hence, the null hypothesis was not rejected. This implies that there was no significant difference in the care received by elderly people in Nupeland based on their religion.

Hypothesis 3: There is no significant difference in the care received by elderly people in Nupeland based on their gender

Table 4: Difference in the care received by elderly people in Nupeland based on their gender

Variations	N	Mean	SD	df	t_{cal}	P
Male	267	53.90	4.52	579	0.761	0.447
Female	314	53.60	4.83			

P>0.05

Table 4 shows that the t-cal value of 0.761 was not significant because the P value (0.447) > 0.05. This implies that null hypothesis was not rejected. Hence, there was no significant difference in the care received by elderly people in Nupeland based on their gender.

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Discussion

The extent of care received by the elderly people in Nupeland was moderate. The probable reason for this finding might be because of the challenges associated with care of the elderly. Caring for an elderly person does not come without challenges for those who give or practice it either by requiring their substances, presence, touch or attention to listen to the elderly. In support of this finding, Okumagba (2011) concluded that 61.36% of the elders received satisfied care support from health professionals and family members.

The findings also revealed that there was no significant difference in the care received by elderly people in Nupeland based on their educational status, religion and gender. This implies that health professionals did not segregated the care received by elderly people based on their level of education, religious belief and gender. Ayenibiowo, Kehinde, Obashoro-John and Ayeni (2014), Boswell (2012) and Masciadrelli (2014) concluded that care received by elderly people is not subjected to their level of education, culture, religious belief among others.

Conclusion

Based on the findings of this study, it is concluded that the extent of care received by the elderly people in Nupeland was moderate. It is further concluded that there was no difference in the care received by elderly people in Nupeland based on their educational status, religion and gender.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Government should implement the regular evaluation of elderly care so to serve as evidence base for improved quality care services for the elderly people.
2. Healthcare professionals should be more present in care by developing active listening skills and be sensitive to the needs of the elders.

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Perceptions of The Social Effects of Coronavirus Among the Inhabitants of Southwest, Nigeria

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Dr. (Mrs.) OJO, Grace Ayodele (Ph.D)
And
ASHIBI, Denis Ekpan

Abstract:

This study investigated the perceptions of the social effects of Coronavirus among the inhabitants of Southwest, Nigeria. The descriptive survey research design was used in this study. The population consisted of adults above 18 years in Southwest, Nigeria. The sample for this study consisted of 1,500 adults selected from Southwest, Nigeria. Multi-stage sampling procedure was used to select the sample for the study. A self-designed questionnaire tagged "Social Effect of Coronavirus Questionnaire (SECQ)" was used to collect relevant data for the study. The face and content validity of the instrument were ascertained by specialists in the field of Social Science and Tests & Measurements who eliminated all irrelevances and ambiguous items. The reliability co-efficient value of 0.832 obtained was considered statistically high to make the instrument reliable and useable. The data collected were analysed using descriptive and inferential statistics. The findings of the study revealed that the perceived social effects of Coronavirus are physical separation, increase in rate of unemployment, increase in rate of poverty, increase in domestic violence, increase in sexual abuse and rape, and reduction in quality of social relationship. In addition, the perceived social effects of Coronavirus differ based on gender but no difference in their perceptions based on age and marital status. It was recommended among others that the Government should provide palliatives for different sectors of the economy as this can go a long way to reduce poverty and unemployment.

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Introduction

Coronavirus also known as COVID-19 is a novel disease that has no cure yet. It originated from Wuhan in China and has since then crossed continents and became a pandemic. It is caused by the coronavirus a family of SARS-Cov-2, the commonest symptoms are fever, dry cough and tiredness while difficulty in breathing, chest pain, loss of speech among others (WHO, 2020a, WHO, 2020b). On average it takes 5-6 days from when someone who is infected with the virus for symptoms to show. The virus is transmitted primarily through respiratory droplets and contacts with infected persons. People with underlying medical conditions like cardiovascular conditions, diabetes, chronic respiratory disease and cancer will develop serious complications if they contract COVID-19. Till date, there is no cure for COVID-19, clinical trials however is ongoing and prevention is the only available way to manage the virus (Azlan, 2020; Thomas, 2020; Baud, Qi, Nielsen-Saines, Musso, Pomar & Favre, 2020; Bhagavathula & Shehab, 2020)

The federal government of Nigeria enforced an initial 2-week lockdown on March 30, 2020, for three of 36 states (Lagos, Ogun, and Abuja) and, on April 13, extended it another 2 weeks before state governments imposed lockdown in their respective states. Shortly after the order was announced by the President Muhammadu Buhari and some state governments, there was uproar among the citizens due to a myriad of concerns, with over 40% of its citizens living below the poverty line. Therefore, a large proportion of the population lives on daily income with no savings to act as a financial buffer during the lockdown. The prospect of staying at home comes with some social implications.

Bhagavathula, Aldhalee, Rahmani, Mahabadi and Bandari (2020) revealed in a survey that loneliness level had increased tremendously, 40% of respondents revealed they are lonely, their relationships are not meaningful and they feel isolated. They also stated that lack of connection heightens health risks and make people more prone to alcohol and smoking. Man are social animals, daily exposure to news about Coronavirus may result in a range of reactions which may be emotional, physical, mental or behavioral. Coping with isolation has brought unprecedented challenge for daily life especially physical separation as a result of social distancing of 2 meters guidelines, no hugs and pats like before but elbow greetings. It is obvious human needs social gathering, social interaction, contacts and connection to survive, if not seen with positive perspective, social distancing may be seen as social isolation (Bhagavathula, Aldhalee, Rahmani, Mahabadi & Bandari, 2020; Renton & Berlinger, 2020).

The researchers observed that schools shut down, offices locked, bars, clubs, sporting activities, tourist attraction sites deserted, religious institutions locked among others has led to reduction in social interaction which invariably may leads to poor mental health outcomes and mortality. Fear about contracting the virus and staying indoors induces anxiety. The researchers also observed that many people lost their jobs in this pandemic as a result of lockdown which led to financial strain. It is no wonder there are reports of escalating mental health problems.

Institutions are shut down and schools are not left out, recently the Federal Government allowed exit classes to resume back in class after schools were disinfected, buckets provided for hand washing with soap and water. Measures of social distancing were ensured and students had their facemasks on, lockers were arranged in zigzag manner and teachers had face shields and mask on. Hunger was evident because of the shutdown, many who work in private firms had their salaries stopped or divided, small and medium scale enterprises suffered the lockdown, artisans were not left out, though the government shared palliatives but only few benefitted from it.

The researchers also observed that more incidences of rape, social vices and domestic violence are more recorded in this time of Coronavirus due to social isolation. Spouses who only spend few hours together after the long day job are now confined at home and if the relationship between them gets strained, it may result to violence but for spouses with good relationship it is a perfect time for bonding. Other effects of Coronavirus noticed by the researcher are inability for social gathering, sporting events, religious gatherings, clubbing, partying and outdoor games among others.

Based on the above observation, the study investigated the perceptions of the social effects of

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Coronavirus among the inhabitants of Southwest, Nigeria. The study specifically examined:

i. the perceptions of social effects of Coronavirus among the inhabitants of Southwest, Nigeria; and
ii. the difference in the perceptions of social effects of Coronavirus among the inhabitants based on their gender, age and marital status.

Research Question

This research question was raised to guide the study:

1. What are the perceptions of social effects of Coronavirus among the inhabitants of Southwest, Nigeria?

Research Hypotheses

The following null hypotheses were generated for this study:

1. There is no significant gender difference in the perceptions of social effects of Coronavirus among the inhabitants of Southwest, Nigeria
2. There is no significant difference in the perceptions of social effects of Coronavirus among the inhabitants based on their age
3. There is no significant difference in the perceptions of social effects of Coronavirus among the inhabitants based on their marital status

Methodology

The descriptive survey research design was used in this study. The population consisted of adults above 18 years in Southwest, Nigeria. The sample for this study consisted of 1,500 adults selected from Southwest, Nigeria. Multi-stage sampling procedure was used to select the sample for the study.

A self-designed questionnaire tagged "Social Effect of Coronavirus Questionnaire (SECQ)" was used to collect relevant data for the study. The instrument consisted of two sections namely: Sections A and B. *Section A* of the instrument sought for comprehensive bio-data of the respondents among which are gender, age, religion and marital status. *Section B* consisted of 10 items which sought information on the social effects of Coronavirus. It was a Yes or No scale.

The face and content validity of the instrument were ascertained by specialists in the field of Social Science and Tests & Measurements who eliminated all irrelevances and ambiguous items. A pilot study was carried out outside the sampled locations to establish the internal consistency of the instrument. The instrument was administered on 100 respondents and data collected were analysed using Cronbach's alpha which yielded reliability co-efficient of 0.832. The reliability co-efficient obtained was considered statistically high to make the instrument reliable and useable.

The data collected were analysed using descriptive and inferential statistics. The research question was answered using frequency counts, percentages and mean. The hypotheses were tested using t-test and Analysis of Variance (ANOVA) at 0.05 level of significance.

Results

Table 1: Response Rate

Categories	**Frequency**	**Percentage**
Sample Size	1500	------
Distributed Copies	1500	100%
Retrieved and Valid Copies	1463	97.5 %
Response Rate	**97.5%**	

Table 1 presents the total number of questionnaire copies retrieved from the respondents as well as the response rate achieved. The researcher administered 1500 copies of the questionnaire to the respondents. Out of the 1500 copies of questionnaires administered to the respondents, 1463 were retrieved. It constituted a response rate value of 97.5% which is considered very high and adjudged

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adequate to be used for further analysis.

Demographic Characteristics of Respondents

Table 2 Demographic Characteristics

Item		**Frequency (N)**	**Percentage (%)**
Age	18 - 30 years	304	20.8
	31 – 45 years	586	40.1
	46 - 60 years	468	32.0
	61 years and above	105	7.2
	Total	**1463**	**100.0**
Marital Status	Married	782	53.5
	Single	449	30.7
	Separated	232	15.8
	Total	**1463**	**100.0**
Religion	Christianity	702	48.0
	Islam	697	47.6
	Traditional	64	4.4
	Total	**1463**	**100.0**
Gender	Male	571	39.0
	Female	892	61.0
	Total	**1463**	**100.0**

Table 2 shows the demographic characteristics of the respondents in the study. It can be observed that 304 (20.8%) of the respondent were between 18 – 30 years old, 586 (40.1%) were between 31 – 45 years. The number of respondents in the age bracket of 46 – 60 years was 468 (32.0%) and the number of respondents above 61 years was 105 (7.2%). In terms of marital status, 782 (53.5%) were married and 449 (30.7%) were single. The proportion of those separated was 232 (15.8%). The religious profile revealed that Christian constituted 702 (48.0%) of the sample, Muslim constituted 697 (47.6%), and traditionalist 64 (4.4%). The gender of the respondent showed that Male constituted 571 (39.0%) of the sample while Female were 892 (61.0%).

Descriptive Analysis of Research Question

Research Question 1: What are the perceptions of social effects of Coronavirus among the inhabitants of Southwest, Nigeria?

Table 3: Descriptive analysis showing the perceptions of social effects of Coronavirus

S/N	**ITEMS**	**N**	**Yes (%)**	**No (%)**	**Mean**	**Remark**
1.	Loneliness	1463	659 (45.0%)	804 (55.0%)	1.45	Disagreed
2.	Physical Separation	1463	1218 (83.3%)	245 (16.7%)	1.83	Agreed
3.	Increase in rate of unemployment	1463	1379 (94.3%)	84 (5.7%)	1.94	Agreed
4.	Salary cut	1463	608 (41.6%)	855 (58.4%)	1.42	Disagreed
5.	Increase in rate of poverty	1463	927 (63.4%)	536 (36.6%)	1.63	Agreed

6.	Increase in domestic violence	1463	998 (68.2%)	465 (31.8%)	1.68	Agreed
7.	Increase in sexual abuse and rape	1463	1004 (68.6%)	459 (31.4%)	1.69	Agreed
8.	High drugs intake	1463	571 (39.0%)	892 (61.0%)	1.39	Disagreed
9.	Reduction in quality of social relationship	1463	1274 (87.1%)	189 (12.9%)	1.87	Agreed
10.	Fear of rendering public assistance	1463	544 (37.2%)	919 (62.8%)	1.37	Disagreed

(Mean cut – off: 1.50)

From Table 3, more than half of the respondents perceived that the social effects of Coronavirus are physical separation, increase in rate of unemployment, increase in rate of poverty, increase in domestic violence, increase in sexual abuse and rape, and reduction in quality of social relationship. Increase in rate of unemployment (94.3%) was the most perceived social effect of Coronavirus.

Base on the mean cut – off of 1.50, it can be concluded that the perceived social effects of Coronavirus are physical separation, increase in rate of unemployment, increase in rate of poverty, increase in domestic violence, increase in sexual abuse and rape, and reduction in quality of social relationship.

Testing of Hypotheses

Hypothesis 1: There is no significant gender difference in the perceptions of social effects of Coronavirus among the inhabitants of Southwest, Nigeria

Table 4: t-test analysis for gender difference in perceptions of social effects of Coronavirus

Variations	N	Mean	SD	df	t_{cal}	p-value
Male	571	14.99	1.41	1461	49.023*	0.000
Female	892	18.81	1.52			

*P<0.05

Table 4 shows that the t-cal value of 49.023 is significant because the p-value of 0.000<0.05 at 0.05 level of significance. This implies that null hypothesis is rejected. Hence, there is significant gender difference in the perceptions of social effects of Coronavirus among the inhabitants of Southwest, Nigeria.

Hypothesis 2: There is no significant difference in the perceptions of social effects of Coronavirus among the inhabitants based on their age

Table 5: Analysis of Variance for difference in the perceptions of social effects of Coronavirus among the inhabitants based on their age

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.851	3	1.950	1.137	.329
Within Groups	2501.782	1459	1.715		
Total	**2507.633**	**1462**			

P > 0.05

The result presented in Table 5 showed that F_{cal} value of 1.137 was not significant because the P value (0.329) > 0.05 at 0.05 level of significance. Hence, the null hypothesis was not rejected. This implies that there was no significant difference in the perceptions of social effects of Coronavirus among the inhabitants based on their age.

Hypothesis 3: There is no significant difference in the perceptions of social effects of Coronavirus among the inhabitants based on their marital status

Table 6: Analysis of Variance for difference in the perceptions of social effects of Coronavirus among the

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inhabitants based on their marital status

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.174	2	2.087	1.411	.302
Within Groups	2159.008	1460	1.479		
Total	**2163.182**	**1462**			

P > 0.05

The result presented in Table 6 showed that F_{cal} value of 1.411 was not significant because the P value (0.302) > 0.05 at 0.05 level of significance. Hence, the null hypothesis was not rejected. This implies that there was no significant difference in the perceptions of social effects of Coronavirus among the inhabitants based on their marital status.

Discussion

The findings of the study revealed that that the perceived social effects of Coronavirus are physical separation, increase in rate of unemployment, increase in rate of poverty, increase in domestic violence, increase in sexual abuse and rape, and reduction in quality of social relationship. This finding is similar to the submission of Brooks, Webster, Smith, Woodland, Wesley and Greenberg (2020).

The findings of the study also revealed that there was significant gender difference in perceptions of social effects of Coronavirus among the inhabitants of Southwest, Nigeria. The results revealed that the female respondents perceived differently the social effects of Coronavirus as against the perception of male respondents. However, it was revealed that there was no significant difference in the perceptions of social effects of Coronavirus among the inhabitants based on their age. This implies that all the respondents have same perception of social effects of Coronavirus irrespective of their age. It was further revealed that there was no significant difference in the perceptions of social effects of Coronavirus among the inhabitants based on their marital status. This implies that inhabitants that are married, single and separated have same perception of the social effect of Coronavirus.

Conclusion

Based the findings of this study, it is concluded that the perceived social effects of Coronavirus are physical separation, increase in rate of unemployment, increase in rate of poverty, increase in domestic violence, increase in sexual abuse and rape, and reduction in quality of social relationship. In addition, the perceived social effects of Coronavirus differ based on gender but no difference in their perceptions based on age and marital status.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. The Government should provide palliatives for different sectors of the economy as this can go a long way to reduce poverty and unemployment.
2. There is need for proper re-orientation on various mass and social media of the essence of abstaining from domestic violence, sexual abuse and other crimes that may be caused by the effect of the pandemic.
3. Government should be firm and fair in its resolution and implementation of decisions to reduce the spread of Coronavirus so that the populace can fully go about their normal life as soon as possible.

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Modular Technology in Distance Learning

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Abstract:

In this article, the features of modular learning are compared with the features of distance learning and the model of using modular technologies in distance learning is described in accordance with certain pedagogical conditions.

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The "action Strategy" for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 defines the most important tasks for updating the methodology, creating conditions for training qualified specialists at the level of international standards. Decree of the President of the Republic of Uzbekistan No. 2909 "on measures for further development of the higher education system" is aimed at increasing the level of reforms carried out in this direction.

The development of modern Uzbekistan requires the development of new innovative technologies in the teaching of subjects of higher pedagogical education. Improving education is impossible without the widespread use of modern information and communication technologies. In the light of these requirements, the modern system of higher education puts forward the task of using information and communication technologies as a necessary component of the professional activities of future specialists.

Currently, one of the tasks of Informatization of education, considered as a purposefully organized process of providing the sphere of education with methodology, technology and practice for the development and optimal use of information and communication technologies, is the creation of methodological training systems focused on the development of the intellectual potential of the student, the formation of skills to independently acquire knowledge, carry out activities for collecting, processing, transferring, storing information resources, and producing information [2].

At the same time, professional education becomes more accessible due to its "openness", thanks to distance learning, the ability to independently search for the necessary information from a distributed information resource on the global Internet and its use for educational purposes.

There is an opinion, both among teachers and among consumers of educational services, that distance learning is not a very high – quality form of education. However, research results and practice have shown that with a competent organization, the effectiveness of distance learning is comparable to that of full-time learning, all other things being equal [3].

Any theoretical model of a learning system (in particular, a learning system based on distance learning as a form of learning) can be described by five interrelated elements [1]: goals determined by a social order, content determined by current standards and technologies for a specific specialty, methods, organizational forms and means of learning.

Among the new technologies that have the required potential, modern pedagogical science distinguishes modular learning technology. Modular training the new generation of flexible education technologies and allows to solve complex tasks such as selection, optimization and structuring of learning content on activity basis; providing opportunities for divergent learning training content; specific portion presenting training material and step-by-step control of education; adapting training programs to the level of training of the trainee; quick correction and updating of the training content [4, 5, 6, 7, 8].

In modular technology, the learning process is implemented by dividing it into modules - professionally significant actions and operations that are performed by students more or less uniquely, which allows you to achieve the planned results. The development of each module by the trainee is made gradually. The implementation of each step is provided with methodological manuals, which have received such names in modular technologies as «a training element» or «training module». The execution of each step is controlled with tests.

Any technology is predicted, organized and implemented on the basis of scientific principles, both General and specific. For modular technologies, researchers also identify the fundamental principles that define the goals, content selection, organization, and management of modular training. In our opinion, the most complete system of principles of modular training is revealed in the works of P. Yutsevichene [8]. These include the principles of modularity, activity, structuring the content into separate logically complete parts, dynamism, flexibility, conscious perspective, and parity of interaction between the teacher and the student.

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Despite the long-term interest of science and practice in modular training, there is a lack of unified approaches to the conceptual and terminological apparatus, the allocation of conditions for the effective use of modular technologies, and the systematization of existing experience in their use.

However, it should be noted that the basis of all concepts of modular learning is an active approach which allows the learning process as a whole or within individual school subject is focused on the sequential assimilation of trainees of vocational or educational activities in accordance with the content of a modular training program.

Within the framework of various concepts, modular educational programs have different composition and structure, are presented in documents of various forms, but the three main components must include: a target content training program; a Bank of information in the form of packages of "Training elements" or "Training modules"; control packages that include tests and practical tasks.

If the potential and possibilities of modular technologies in the field of distance learning implementation are recognized by researchers, the theoretical and methodological bases of their application in this form of training are practically not developed. Thus, there is a contradiction between the objective feasibility of using modular technologies in distance learning and the lack of theoretical and methodological foundations for their design and organization, taking into account the specifics of distance learning.

The specifics of distance learning can be considered as follows: the educational process is based on computer telecommunications and provides for differentiation and individualization of learning; the system for monitoring the level of knowledge and skills acquisition is systematic and based on operational feedback; provides for the possibility of communication with the teacher in the process of cognitive activity; features of the technical and technological base require structuring and presentation of educational material in relatively small logically closed portions.

The correlation of this specificity with the features of the modular approach allowed us to identify the pedagogical conditions for the use of modular technology for distance learning.

To the allocated pedagogical conditions include: modular technology of education retains its essence consists in preparing the trainee to perform certain actions, which characterize the activity-based subject or professional training; learning content is presented in a modular programme with a flexible structure consisting of separate modular units, adequate dedicated to operations, which, in turn, consist of training modules (training elements); the volume, structure and ways of presenting information in training modules depend on the specific educational material; the control system includes input, current, intermediate and final testing, is implemented using computer telecommunications, and a system of indirect control of the learning process is used, focused on technical and technological means of distance learning.

In accordance with the selected pedagogical conditions, a structural and functional model for the application of modular technologies in the remote form was developed. The model is considered in two aspects: content and organizational (technological). In the content aspect, it is a training program, the educational material of which is structured into separate modular blocks that have integrity and articulability. Each module block, in turn, includes training material necessary for the formation of knowledge and skills to perform a specific operation. The module block is structured into training elements. The educational element is the carrier of a portion of educational information of a theoretical or applied nature [4, 5, 6]. for each educational element, training goals are formulated, educational material is selected and well-illustrated, tests or practical tasks are compiled.

In the organizational aspect, the model reveals the process of implementing a modular program in a distance learning environment, which consists of installation, training, and certification stages. At the installation stage, the invariant modular program is individualized and adapted to the level of readiness of each student based on the results of the entrance test. The received individual modular program is presented to the trainee. At the training stage, students consistently study the educational elements included in their individual programs, pass the current control of assimilation of the content of educational elements and intermediate control of the content of modular blocks, perform control work. Training and supervision are accompanied by the necessary consultations of students by the teacher. During the certification stage, students perform, and teachers review and evaluate complex certification works, or a comprehensive final test or exam is conducted. Interaction between the teacher and the student at all stages, providing students with the content of educational elements, control tests, transfer of completed works by students to the University is carried out both by means of computer telecommunications and mass media.

The designed model can be used as the basis for developing a modular distance learning technology.

In accordance with the selected pedagogical conditions and the structural and functional model of the application of modular technologies in the conditions of distance learning, the tasks of developing modular software and methodological documentation were solved. To solve these problems, two variants of implementing the structural and functional model of using modular technologies in the conditions of distance learning were developed.

In the first version of the structural-functional model implementation, partially mediated interaction between the teacher and the student is assumed on the basis of computer telecommunications. In this version, the structural and functional model in the content aspect is implemented using a package of educational software and methodological documentation, compiled in accordance with the modular approach. The training program is based on the analysis of the content of those activities that are formed in the course of studying this discipline (for example, solving problems, performing experimental research, performing design and technological works, etc.). the Program is structured into modular blocks, which, in turn, consist of educational elements. In our opinion, it is convenient to present a modular curriculum for distance learning in the form proposed in the concept "Training using modules of work skills" [8]. This form is a table with the names of module blocks in the horizontal rows and the names of training elements in the vertical columns. The belonging of educational elements to a modular block is indicated on the table field by conventional signs of compliance (see the version of the modular training program presentation form).

Training elements (UE)	UE 1	UE 2	...	...	UE n
Modular unit (MB)					
MB1	v		v	v	v
MB2	v	v			v

Figure 1. Presentation of the modular training program

This form of the program allows you to see the future of training and serves as a kind of content of the module manual (electronic or traditional).

Each training element in the modular program consists of three blocks: coordinating, which indicates the didactic goals and names of related training elements; informational, presented in the form of short, divided illustrated texts; controlling, containing tests and practical tasks.

In the organizational aspect, this option is implemented as follows. At the installation stage, the teacher conducts an entrance control. Based on its results, the modular program presented in tabular form is adapted to the level of preparedness of each student. This is done by "crossing out" from the program those educational elements, the knowledge of which the student discovered during the entrance control. Each student is provided with an individual training program and recommendations for its study.

Thus, we see that modular learning technology is based on such important didactic principles as the principle of consciousness and activity, the principle of systematicity and consistency, the principle of strength, the principle of accessibility and, of course, the principle of science. Taking into account the fact that the teacher can also connect theory and practice in modular lessons, we can safely apply this technology and its elements in distance learning.

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Tactics of orthodontic treatment of children and methods for the prevention of caries

Author(s), U.A. FOZILOV

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Abstract:

For the prevention and treatment of lesions of hard tooth tissues, a method of deep fluorination with tifenfluorides was proposed, which for a long time emit fluorine in high concentration, contributing to reliable remineralization.

Currently, many fundamental aspects of prevention in the process of orthodontic treatment have not yet been fully resolved. There is no data on the use of the deep fluorination method in orthodontics. The issues of assessing the resistance of tooth enamel and the effectiveness of remineralizing agents with the help of mouthguards in the process of orthodontic treatment are not adequately covered. In this regard, the urgent task is the further development of preventive measures in the process of orthodontic treatment.

Keywords: Hard tissues of teeth, stabilize the development of initial caries, a set of diagnostic and preventive measures, R.O.C.S. Medical Minerals,

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Introduction

Taking into account the pronounced relationship between the development of dental caries and periodontal diseases on the hygienic state of the oral cavity, before orthodontic treatment, the level of hygienic knowledge and skills was determined in all patients by questioning and assessing manual skills. Analysis of the data obtained indicated a low level of knowledge on the prevention of dental diseases and the acquisition of manual skills.

An assessment of manual oral care skills showed that only 10.4% of children demonstrated correct brushing, which was rated as good. Satisfactory manual skills in oral care were found in 19%, unsatisfactory - in 69.7% of children with orthodontic treatment.

Main part

Given the low baseline level of awareness of children and adolescents on oral hygiene and the high percentage of unsatisfactory manual skills, there was a need for prolonged training, motivational education and monthly monitoring at all stages of orthodontic treatment. Taking into account the direct relationship between oral hygiene and the development of dental caries and periodontal tissue diseases, it should be noted that dental educational work, professional oral hygiene, in the process of which not only teaching technique takes place, observing the time and frequency of brushing teeth, but also manual skills with the criterion of self-control in the form of a feeling of smoothness of the teeth and the surface of the orthodontic apparatus is an essential element of the complex of preventive measures.

At the initial examination, professional hygiene was carried out with the selection of individual means and methods of oral hygiene and a set of therapeutic and preventive measures was prescribed:

Carrying out endogenous drug-free prophylaxis by reducing the frequency of consumption of carbohydrates, if possible, exclude their use between meals, fixing the habit of rinsing the mouth with water after each meal. It is necessary to increase the self-cleaning of the oral cavity by eating grated fruits and vegetables, which contribute to abundant salivation, which reduces the viscosity of saliva and flushes food debris from the mouth.

Consumption of solid foods - cookies, caramel, chips, ice cream and fizzy drinks is strictly prohibited. It is recommended to eat food rich in micro and macro elements, vitamins, amino acids and proteins.

Implementation of exogenous prophylaxis through the implementation of professional oral hygiene and training in individual hygiene procedures during 3 planned visits before the installation of orthodontic equipment and every 3 months during orthodontic

The introduction of the gel R.O.C.S. Medical Minerals (R.O.C.S.) in the mouthguard for further application

The product can be used constantly, as it is harmless, which is especially important for patients who have been on orthodontic treatment for a long time.

Conclusions

Thus, the approaches to the selection of events were individualized, taking into account the prognosis, and the CVL complex was adapted to the specificity of the intensity, structure and severity of dental diseases in patients treated with NOT and COT.

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Educational Potential of Arts

Author(s), MUSALLAM ABDUJABBAROVA, OYBEK DAVLATOV

Abstract:

The article is devoted to the issues of teaching and educating youth by revealing the inner resources of art. It determines the educational potential of art, and describes the ways of its implementation in conditions of education modernization; considers the functional possibilities and prospects for the development of the artistic culture of youth, including in the process of interaction of cultures of different peoples. The author dwells on the components of the national culture, and describes state strategies, attitudes and guidelines in the implementation of the educational potential of art. Much attention is paid in the article to the continuity of traditions, national and artistic values of the Uzbek people, the formation of students' motivation to master the values of national and world artistic culture.

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Introduction

Uzbekistan has taken a step into a new decade. Its achievements are becoming history; life is setting it more and more new requirements; great prospects are opening up for even deeper transformations in all spheres of society and the choice of priority areas for modernizing the system of continuous education, which is one of the main sources of training a spiritually and intellectually advanced generation, since it is this generation that will have to transform all spheres of the economy and build the future.

The ability of the education system to meet the needs of individuals and society for high-quality educational services determines the level and prospects of the country's economic and spiritual development. The concept of modernization of education in the Republic of Uzbekistan implies innovative changes in an integral pedagogical system, as well as the creation of favourable conditions for the personal development of the younger generation in accordance with the requirements of modern society. Uzbekistan is actualizing the need for the optimal use of such an educational resource as art, which is the most important means of formation and development of spiritual, moral and aesthetic ideals of individuals in conditions of mass culture.

One of the indicators of spiritual and intellectual development of youth is their creative potential. The core and spiritual potential of creative development of individuals is artistic culture and its most important components – art, material and artistic activity, and sciences that study artistic culture. It is a mobile and dynamic system that as a process functions in society in stages: a) creation of artistic values; b) their distribution by various channels; and c) their assimilation. Artistic culture is of particular value in conditions of reconstruction of socioeconomic relations. The process of forming the artistic culture of youth will be more effective if a complex impact of all types of art is carried out on its emotional and volitional sphere [1]. The principle of "integrating the arts" by V.Volynkin is put forward as one of the leaders in solving the problem of children's artistic development: "the complex of arts acts holistically and systemically, forming by its own a new and higher level aesthetic perception" and is necessary for more than 30 adequate perceptions and understanding of the author's intention by children [2:357].

Main part

It is known that art education and upbringing are important components of stimulating the creative abilities of individuals, based on the development of interest in human cultural artistic traditions and assimilation of world and domestic creative heritage. The study of artistic culture, in particular, the national characteristics of professional fine arts in the country, must be considered as an effective means of educating the younger generation in the spirit of internationalism, as well as respect for the customs and artistic traditions of various peoples and nationalities. Mastering successfully the objects of national and world artistic heritage contributes to the formation of creative thinking of individuals, the emotional and aesthetic assimilation of the phenomena of reality and the development of own creative abilities, which ensure the practical reproduction in independent creativity of the national colour, original artistic images, and most importantly, the formation of moral and aesthetic qualities of the younger generation.

Artistic culture performs a number of functions:

- Aesthetic – formation of a sense of beautiful and aesthetic taste, aesthetic consciousness;
- Ideological – assessing author's ideological position, his perception of the world;

- Cognitive – contributing to the discovery of historical facts and author's psychology for oneself, and knowledge of the subtleties of his perception of the world;
- Communicative – art as a conductor of knowledge and feelings, a means of spiritual communication;
- Educational – ensuring the formation of a spiritual and integral personality, and human values, comprehension of humanistic categories of goodness, beauty, etc.

From early childhood, anyone comes into contact with works of art. Thus, the mother puts her love into the lullaby satisfying the child's need for safety. According to the researchers, lullabies greatly contribute to the development of the spirituality of the individual, and form a positive personal potential. Lullabies harmoniously combine the elements of oral folk art and the spiritual world of the mother.

Starting from early school age, pupils should become familiar with the most important layer of artistic culture – folk art: folk crafts, folklore, folk traditions, customs, early and modern traditional art (architecture, miniature painting, calligraphy, alabaster carving, stone carving, wood carving and etc.)

An inclination for artistic and aesthetic perception of the world is inherent in the very nature of man. So, the instinct of children's creativity is manifested in their perception of the world through the prism of imagery and imagination. In this regard, V.Sukhomlinsky noted the following: "Children should live in the world of beauty, games, fairy tales, music, drawings, creativity". It is important that the child sees the beauty, stops in front of it in amazement, makes the beauty a part of his spiritual life, and is delighted with the beauty of words and images [3:18].

Thanks to its visual-graphic form, fine art is close and understandable to children; it is human in the deepest sense of this word. Examples of moral behaviour embodied in artistic images introduce children to the laws of human communication in the best way, make them treat someone else's pain with understanding and compassion, sincerely empathize with someone else's joy, and be sensitive to those who are near. Fine art "creates a person and is addressed to a person, knocks at his heart, serves to unity and involvement in human relationships, indicates the direction of a moral deed" [4:48].

In order to protect our youth from the "general culture", first of all, it is necessary to cultivate a healthy artistic and aesthetic taste. The educational function of art requires the improvement of all its branches. Today, the main attention is paid to the development of aesthetic culture of individuals in the field of education, press, media, Internet, information and communication technologies and other means of culture, such as theater, cinema, literature, music, fine and applied arts, which have a direct impact on the consciousness of youth.

The issues of developing the sphere of culture and arts has been one of the priority directions of the state policy of the Republic of Uzbekistan for many years. In 2017, a program of comprehensive measures was approved based on international experience to improve the cultural and spiritual level of youth by attracting them to art and familiarizing them with the best examples of national and world culture. Among them are: holding reviews and festivals of theatrical art that reveal the images of contemporaries and heroes of our time; holding creative meetings and master classes with foreign musicians and composers; wide propaganda about the rich culture of Uzbekistan in the international arena, etc. [5]

Naturally, all forms of art, developing and improving, serve the main goal – the spiritual education of youth. The state constantly shows concern for the development of art and is the main

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support in the further modernization of society and upbringing of creative youth, who are tolerant of the cultures of the peoples of world civilization.

In recent years, all the main components of the national culture have received dynamic development and support: historical and cultural heritage, artistic creativity on a professional and non-professional (amateur) basis, authentic folklore groups, club activities, library and museum work, cinematography, folk arts and crafts.

At the same time, work experience of in the higher education system indicates that as a result of a thoughtful and systematic introduction of youth to the heritage of domestic and world artistic culture, familiarization with the creative heritage of Uzbek and foreign artists during conversations, disputes, electives, creative evenings, excursions and practical lessons of fine arts, the following general conclusions can be made:

- Artistic culture as a whole solves the most important task of propaganda, familiarizing wide circles of the younger generation with national cultural values, forming and strengthening the aesthetic self-awareness of youth;
- Local features of the original professional fine arts, which reflect the current problems of society and the most important stages in people's history, are inextricably linked with the development of characteristic trends in world culture.

In disciplines of an artistic and aesthetic cycle in higher educational institutions, it is advisable to use the didactic principles known in pedagogy that qualitatively affect the growth dynamics of students' artistic and creative abilities: the principle of a holistic view of the world (formation of a single picture of the world based on establishing a connection between various educational areas and comparing the information received with their life experience, creation of an active transformative world perception, adoption of an integrative interaction approach to solving educational problems in lessons); the principle of variability (choice of an individual trajectory of development, hypothesis of the optimal variant); the principle of continuity (continuity in all levels of education at the level of methodology, content and methods); the principle of psychological comfort (removing stress-forming factors in the educational process, creating an atmosphere of psychological comfort (a situation of success) and emotional richness in lessons); the principle of creativity (maximum orientation towards creativity in educational activities, use of interactive teaching methods aimed at creating problem situations in lessons and stimulating students' creative self-expression), the perception of literary and graphic material in the context of social macro- and micro situations, understanding the "dialectics" of the soul [6:36]. In addition, it is advisable to use a number of educational and innovative technologies that ensure the implementation of the following conditions: high professional skills of the teacher-artist; creation of problem-search situations and creative tasks aimed at the development of aesthetic characteristics of individuals and artistic and pedagogical skills of students; creation of a creative atmosphere in the process of research and artistic and creative activities; optimal motivation of students to form worldview positions and value orientations.

A particularly effective means of moral and ethical formation of an individual in the process of art education is a systematic familiarization of the younger generation with the creative heritage of outstanding artists and masters of applied arts of the country. This makes it possible not only to directly perceive the originals of highly professional works of artists, which form the consciousness of the mediated involvement of young students in the world of high art, but also contributes to the formation of skills in creative analysis of portrait images of compatriots, historical plots, recognizable pictures of nature, original subject compositions in works of fine art, as well as traditional and modern works of decorative and applied art, ancient architectural monuments and other objects of artistic culture, which stimulates the development of creativity and the creative potential of youth. [2]

At the same time, additional measures are being taken to create an effective system for working with gifted youth, support their initiatives aimed at realizing the talent and potential of the younger generation, as well as provide training for highly-demanded specialists capable of adequately representing the interests of the country in the international arena at a high professional level.

In this regard, today great importance is being attached in the country to the issues of increasing attention to youth and their wide involvement in culture, art and sports, forming skills in the use of information technologies, and promoting reading books among the younger generation. Especially, in recent years, a lot of work has been carried out to develop creativity, creative potential, abilities and talent of youth. In particular, 5 initiatives that were put forward by the President of the Republic of Uzbekistan Shavkat Mirziyoyev, aimed at creating specific conditions for the upbringing and education of modern youth, can be cited as an example. In the first initiative of the President, it was proposed to increase the interest of young people in music, art, literature, theater and other forms of art [7].

For each initiative, a project program of measures was developed, the implementation of which was planned in 2019-2020. The project program on the first initiative envisages attracting 2 million young people from 14 to 30 years old to culture and art. It was planned to open additional classes in children's music and art schools, and in cultural centers – clubs for instrumental, vocal performance and fine arts, "youth clubs", theater-studios, and children's ensembles. A positive experience of famous artists, creative workers and masters of folk crafts of decorative and applied arts in mentoring and training youth is being introduced.

In order to raise to a qualitatively new level the work on the identification, selection, training and education of gifted youth, further support and encouragement of young talents, agencies have been established for the functioning of presidential, creative and specialized schools with progressive forms of education, pedagogical technologies and information innovations, equipped with modern libraries with works of national and world literature, music, cinema, sculpture, applied arts and other creative areas. These are the creative schools named after Abdulla Oripov, Hamid Olimjon and Zulfiya, Muhammad Yusuf, Ibroyim Yusupov, Erkin Vohidov, Muhammad Rizo Erniyozbek ogli Agahi, Halima Khudoiberdieva and Abdulla Kadiri.

Also, a number of large projects are being implemented in order to revive, study and use the rich cultural heritage of the people in the education of youth. In particular, the Center of Islamic Culture of Uzbekistan is being created in the capital, and the Imam Bukhari International Research Center is being established in Samarkand. The activities of the Center for the Study of the Cultural Wealth of Uzbekistan Abroad and the Center for the New History of Uzbekistan are being organized. A lot of work is being done to improve the culture of reading, improve the spheres of culture and art, and organize creative schools and centers in the regions, which will be named after great figures of literature and art.

Thus, the ongoing reforms and measures taken to modernize the education system are currently aimed at the comprehensive education and development of modern youth.

The abovementioned allowed us to formulate appropriate attitudes and guidelines in realizing the educational potential of art as a means of:

● strengthening ties between ethnic groups and states, a way of mutual understanding, interaction and mutual enrichment of national cultures; familiarizing youth with the cultural values of the world;

● a dialogue of cultures between generations of different ethnic groups; creation of a favourable socio-cultural space in order to expand cultural and humanitarian cooperation, and realize the ideas of peace and democracy [1];

● building up spiritual and moral values and orientations of individuals in the process of cognition of works of art;

● implementation of informational, cognitive, creative, purifying (catharsis), relaxing and spiritual potential of art in the educational process; stimulating students to self-education and creative self-realization; mobilization of potential cognitive resources of individuals;

● development of cultural cooperation in the field of education; enrichment of the content of education with general and ethno-cultural knowledge; use of innovations in teaching, modern technologies for the formation of the artistic culture of youth; productive analysis of the general and special in the culture of different nations (language, everyday life, folklore, works of art);

● forming the national-artistic culture of youth in the process of formation of its civil, patriotic and aesthetic consciousness;

● forming the interest and needs of youth in the independent mastery of layers of artistic culture, creative activity for the creation, study and promotion of works of art;

● assistance to youth in the preservation of monuments of national and world culture embodying the historical memory and cultural heritage of the past;

● formation of persistent cultural and ideological immunity among youth, a critical attitude towards pseudo-cultural and ideologically alien models and stereotypes of general culture (subculture).

Thus, art-based aesthetics and their relationships are one of the foundations of spiritual education that forms the need for the perception of beauty, which is an important basis for the aesthetically rich worldview of modern youth. Realization of the educational potential of art contributes to the growth of national self-awareness, the preservation of the spiritual cultural heritage of peoples and the formation of a whole aesthetic image of youth, behind whom is the future of the country.

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The Role and Importance of Pedagogical Technologies in Improving the Professional Competence of Teachers

Author(s), OQILOVA KAMOLA SA'DULLOYEVNA

Abstract:

This article discusses the role and benefits of educational technology in enhancing the professional competencies of science teachers in schools. The effective use of pedagogical technologies in the formation of professional competencies of teachers and in the educational process is also mentioned.

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Keywords: competence, teacher, activity, innovation, education, technology, problem, education, profession, skill, qualification, teacher, interactive, lifelong education, development,

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Introduction

Today, modern pedagogical processes based on the creation, assimilation and dissemination of innovations in the field of education are organized in an open, flexible, individualized, creating new knowledge. It is clear that the formation of new educational technologies - technological innovations, new economic mechanisms in education - economic innovations, new methods of teaching - pedagogical innovations, new organizational structures - organizational innovations, as well as their unity. thousands. Systematic work is underway to develop the knowledge economy by creating an innovative pedagogical environment in leading higher education institutions. In the context of globalization and internationalization of education in the world, research is being conducted to improve the mechanisms of training managers for innovative activities on the basis of optimizing strategic and functional management, expanding the pedagogical potential of innovation management, introduction of pedagogical innovations and evaluation of their effectiveness.

The world experience shows that the main directions in the organization of professional development of teachers are the development of a variable system of professional development aimed at ensuring its continuity and independent training through the adoption of modern educational technologies and new forms of professional development. considered.

The words of the President of the Republic of Uzbekistan Sh. Mirziyoyev, "Bringing up our children as truly patriotic people with independent thinking, modern knowledge and professions, a strong life position, is a matter of great importance for all of us." After all, in the destiny of every person, his education in school, vocational colleges and universities is very important. Innovative pedagogical activity in scientific and educational institutions of the developed countries of the world is considered as an important direction of strategic development.

Therefore, the interest in the use of innovative technologies in the education system is growing day by day. One of the reasons for this is that while the goals of education have so far been to teach young people only ready-made knowledge, today modern technology allows them to search for their own knowledge and even draw their own conclusions.

Main part

Today, radical reforms are being carried out in the system of retraining and advanced training of teachers in the country. The years of independence have been marked by the implementation of large-scale reforms aimed at defining the prospects of socio-economic and cultural development of the Republic of Uzbekistan, striving to take a worthy place in the world community. The study of the experience of the developed countries of the world, taking into account the local conditions, economic and intellectual resources, the implementation of radical reforms in all spheres of society, provides new achievements. Although international cooperation in various fields is bearing fruit, the strengthening of national independence in all respects, the enrichment of achievements, the rapid elimination of existing shortcomings require special dedication, diligence, courage and requires determination.

Innovative technologies in the pedagogical process are innovations, changes in the activities of teachers and students, which require the use of interactive methods.

In particular, the use of innovative technologies in the classroom stimulates students' interest in scientific research, develops creativity and ingenuity. As a result, the acquired knowledge, skills and abilities will be applied in practice, the quality of mastering will increase. To do this, the teacher must be competent and plan the lesson correctly according to the content of the topics, to ensure

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that all students work actively and consciously during the lesson.

Today, the modern education system in our country is the result of the great changes that have taken place in this area in recent years. From this point of view, education is not only a part of the social life of today's society, but also one of the important factors in its development. It is well known that education is one of the key factors in educating the next generation.

As you know, innovation is a theoretically based, goal-oriented and practical innovation. Any innovation requires a high level of emotionality and intelligence. For these reasons, innovation in education is slowly gaining ground. The educational process in secondary schools and higher education institutions, as we have seen, requires innovative practice not only in active dialogue with the teacher, but also in being active and proactive in understanding the world. Today we see not only an innovative system of education, but also the activation of the mental state of teachers. Opinions about innovation processes, in our opinion, are grouped around the following questions: what is the difference, nature, nature of the innovation process; who is the subject of this process, how does this subject manifest itself; what problems solve innovative processes in education; which types are clearly visible; the teacher's awareness of innovations (psychological, methodological, cognitive) in the learning process; motivation of innovative processes in the educational institution; their role in educational technologies and educational reforms. The concept of "innovative education" is interpreted differently in the scientific literature: some authors look at innovation from a philosophical and theoretical point of view, while others understand the rational use of a factor in the learning process, such as active teaching methods or teaching aids. The essence of educational innovations is their practical nature: they are aimed at developing the ability of innovative thinking in graduates of higher education, as well as students of advanced training courses. So, when we talk about higher education innovation, we mean the new knowledge that is evolving and the innovative vibrancy of education. By innovation enthusiasm, A. K. Markova understands the transformation of new knowledge into a technological or social reality, the transformation of scientific knowledge into a field of goods or services. Characteristic features of innovative education are self-government, professionalism, anropocentrism. The goals of innovative education are: to ensure a high level of spiritual, intellectual and personal development of students; to create conditions for students to acquire scientific thinking skills; to teach the methodology of innovation in the socio-economic and professional spheres. Most educators understand professionalism as follows: the level of skill in finding solutions to professional problems; ability to carry out professional activity; creative approach to non-standard situations, the ability to find a productive solution; intellectual and personal level of development; availability of basic skills and competencies. This means that innovative education puts the educational process in line with the specialization of social and cultural knowledge and skills in the field of technology (professional culture), which allows him to master the tools and methods of understanding professional problems.

- It should be noted that as a result of the reforms, many advanced innovative technologies have entered the education system. It is this aspect that encourages every teacher to work on themselves and learn new innovative methods. This gave them the opportunity to demonstrate their level of intellectual ability. In the past, the mission of education was to “prepare” people for life by forming knowledge, skills, information and social characteristics, and by adapting individuals to the conditions of society. Today, education does not allow individuals to develop mechanisms of influence that create a balance between society and personal interests, to teach individuals how to improve themselves and find their place in

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life, to work effectively in society. is being nurtured.

- World experience shows that the problem of teacher competence has been studied not only in our country, but also by educators, psychologists, methodologists, political scientists, sociologists, philosophers, linguists and other scientists around the world. Accordingly, research scholars interpret pedagogical competence differently in form and content.
- According to B.D. Elkonin: “Competence means the integration of knowledge, professionalism, qualification, experience, responsibility into pedagogical activity. It means to be a master of your field, to know the secrets of your field. ”
- Thus, today's innovative activity turns the student and the teacher into partners in the educational process. Makes the lesson fun and effective.
- The development of modern education has given rise to a new direction - innovation. The term “innovative pedagogy” and its specific research originated in Military Europe and the United States in the 1960s. Initially, the innovation activity was led by F.N. Gonobolin, S.M. Godnin, V.I. Zagvyazinskiy, N.V. Kozmina, V.A. Slastenin, A.I. Researched in the works of Shyerbakov. These studies are highlighted in terms of innovative practice practices and the dissemination of best pedagogical practices.X. Barnet, Dj. Bassett, D. Hamilton, N. Gross, M. Mayez, A. Haylock, D. Chen, R. Edem Management of innovation development, organization of changes in education, the necessary conditions for the "life and activity" of innovation issues were analyzed. The psychological aspect of innovation was developed by E. Rodgers, one of the American innovative scientists. He studied the classification of categories of participants in the innovation process, his attitude to innovation, his readiness to perceive it.
- A number of educators have expressed different views on the term "innovation."
- In particular, A.I. Prigogin, a researcher in the field of pedagogy, defines "innovation" as a purposeful change that introduces new relatively stable elements into a particular social unit - organization, population, society, group.
- Researchers A.I. Prigogin, B.V. Sazonov, V.S. Tolstoy, A.G. Kruglikov, A.S. Akhiyezer, N.P. Stepanov and others distinguish two approaches to the study of the components of innovation processes:
  - individual micro-level of innovation
  - The level of interaction of individual innovations.

The first approach highlights a new idea that has been put into practice. The second approach is understood as the interaction of innovations introduced separately, their unity, competition, and, as a result, the replacement of one by the other.

Scientists distinguish the concept of periodicity of life in the analysis of the microstructure of the innovation process. This is because the concept is a measurable process in relation to innovation.

The pedagogical literature provides a diagram of the innovation process, which includes the following stages:

1. The stage of birth of a new idea or the emergence of a new concept, also called the stage of discovery.
2. Invention, that is, the stage of creating something new.
3. The stage of being able to apply the created innovation in practice.
4. Dissemination of innovation, the stage of its widespread implementation.

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5. The dominant stage of innovation in a particular field. At this stage, the novelty loses its novelty, and an effective alternative emerges.

6. The phase of reduction of the scope of innovation by replacement on the basis of a new alternative.

V.A. Slasten believes that innovation is a set of goal-oriented innovation creation, dissemination and use, the goal of which is to meet the needs and aspirations of people by new means.

The role of professional competence in every educator is important. Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the performance of professional activities and their application in practice at a high level.

Professional competence does not mean the acquisition of specific knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent area. Competence also requires the constant enrichment of professional knowledge, the ability to learn new information, to understand important social requirements, to be able to search for new information, process it and apply it in their work.

Professional competence is manifested in the following cases:

- in complex processes;
- when performing uncertain tasks;
- when using conflicting information;
- being able to have a contingency plan

The introduction of a competency-based approach to general secondary education, which is one of the key components of the system of continuing education, requires special attention to the process of forming the basic and specific competencies of science teachers. Participates in the planning of educational activities, taking into account the psychological characteristics of young teachers, the conditions of the educational institution, makes suggestions for improving the educational process.

As a clear proof of our opinion, the essence of the content of innovative competence in educators is still widely understood today. In particular, the work of each educator is reflected in the following:

- Improving professional BCM;
- critical and creative approach to activities;
- Achieving professional and creative cooperation;
- development of business skills;
- elimination of negative habits;

At the same time, the structural foundations of competence are analyzed as follows:

Special or professional competence (high level of organization of professional activity);

Personal competence (self-development, self-expression);

Individual competence (self-management, professional development and innovation);

Social competence (joint organization of additional activities);

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Conclusions

In short, in the process of training and retraining of teachers, as in any field today, the organization and management of the educational process in accordance with the requirements of the innovative educational environment, updating the content of education is a requirement of the times. . The above examples are clear evidence of our opinion.

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Feed consumption for goat Alpine and Toggenburg breeds during the feeding period

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YULDASHEV DILSHOD KULDASHEVICH, RUZIEV RAKHMONQUL ISTAMOVICH

Abstract:

The article presents the results of studies of experiments on goats of different breeds in the conditions of Uzbekistan, studied the consumption of feed in different periods of feeding (in dairy, up to 90,120, during the preparation of fattening and 60 days of feeding).

With the development of market relations in Uzbekistan, goat breeding began to develop rapidly. Various breeds of goats began to be imported into the country. Among them, of particular interest is the highly productive goats of the Alpine and Toggenburg breeds, widely used in many countries of the world.

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During the period of experiments, identical conditions for keeping and feeding were created to ensure the same growth and development of the kids of these breeds.

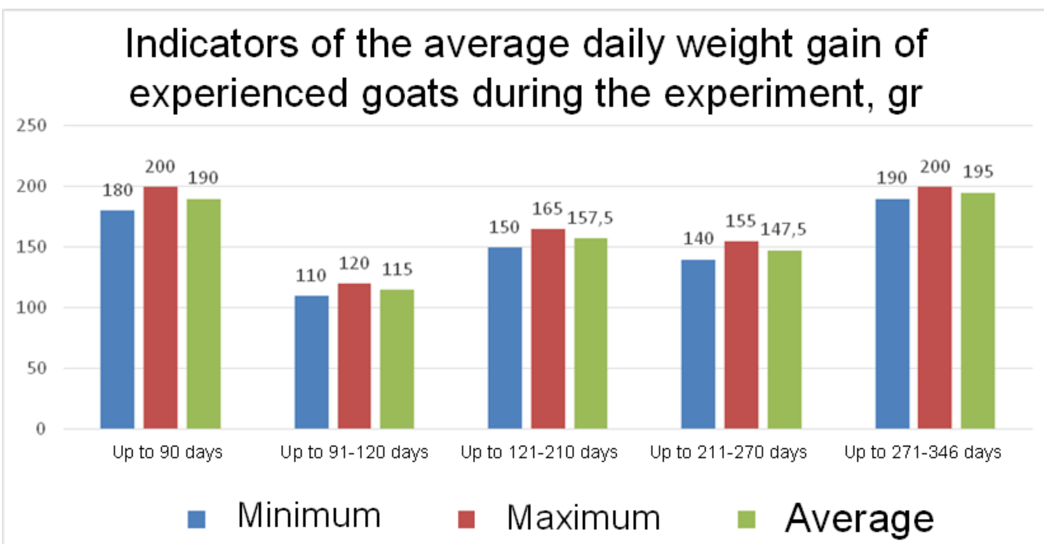
In the experiments in the first month, every day the kids with the help of milk nipples were given 1.7 kg on average per head of freshly milked goat milk. Beginning at 15 days of age, within 5 days, the kids began to accustom them to compound feed and hay. Starting from 20 days of age, the volume of compound feed and hay was increased to 0.1 kg each per 1 head per day. Starting from the second month of the experiments, the volume of whole milk was reduced to 0.8 kg and 1.8 kg of milk replacer was replaced. Starting from this age, the volume of compound feed was increased to 0.2 kg, hay 0.15 kg, and 0.2 kg of hydroponic feed per head was additionally included in the goat's diet.

In the course of the experiments, a weight cycle of technology for the production of goat meat was carried out. In this technology, male goats are obtained as an offspring on the farm itself from females brought into the republic and raised to 12-14.5 months of age, reaching 55-60 kg of live weight. In this technology, efficient use of feed was achieved and high-quality goat meat was obtained.

This technology of growing goats is recommended for implementation in dairy and meat goat breeding farms in Uzbekistan.

In experiments, goats of both breeds were kept under the same conditions and diet. The technology of raising goats included the following stages - rearing, growth and preparation for fattening, as well as fattening. In different periods of the experiment, the kids showed different average daily weight gain and it was in the first 90 days - 180-200 g, 91-120 days - 110-120 g, 121-210 days - 150-165 g, with 60 days of preliminary preparation for fattening - 140-155 gr, 75 days fattening 190-200 grams per day. (Table 1.)

1- Table



In experiments with this technology, special attention was paid to the feeding of the kids and the nutritional value of the rations at all stages. In the experiments in both groups for 90 days of the dairy period, only 81 kg of goat's milk was consumed, 117 kg of milk replacer, 14.5 kg of hydroponic feed, 11.0 kg of hay, 14 kg of alfalfa haylage, 5.7 kg of wheat bran, 11 kg of special compound feed BDK for 1 head. The average nutritional value of the diet in this period was 68.3 ECO or 59.14 kg of feed units. For 1 kg of weight

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gain of Al goats, 3.7 c.u., 3.3 kg of dry matter, 330 MJ of metabolizable energy, and 567 g of digestible protein were used, while 153 g of digestible protein came to one feed unit. And the goats of the Toggenburg breed used 3.9 c.u., 3.47 kg of dry matter 347 MJ of metabolizable energy and 596 g of digestible protein, with 153 g of digestible protein per feed unit.

When reared up to 120 days of age, goats of the Alpine breed consumed only 104.78 kg of feed units, 164.9 kg of dry matter, 12.31 kg of digestible protein, and by their peers the Toggenburg goats were higher by 4.04% in feed units, by 5, 23% dry matter and 3.96% digestible protein. During this period, the consumption of feed per 1 kg of weight gain for the Alpine breed was 9.7 feed units with a digestible protein content of 117.5 g, and for the kids of the Toggenburg breed, these indicators were 9.31 and 122 g, respectively.

With a technological cycle of 90 days of growth, Alpine goats consumed only 108.06 kg of feed units, 172, 48 kg of dry matter, 12.67 kg of digestible protein, and these indicators were higher than 4.09% in feed units compared to Toggenburg goats. 5.27% on dry matter basis and 3.52% on digestible protein. During this period, 10.91 feed units were consumed per 1 kg of live weight gain for the Alpine breed and 1 feed unit contained 117.2 g of digestible protein, these indicators for the Toggenburg breed were 11.67 and 118 g, respectively.

With a 60-day period of preparation for fattening, Alpine goats consumed in total 75.121 kg of feed units, 107.78 kg of dry matter, 8.81 kg of digestible protein, and these indicators are 5.63 higher than their counterparts in the Toggenburg breed by feed units, by 8.0% by dry matter and 4.87% ha digestible protein. During this period, 7.58 feed units were consumed per 1 kg of live weight gain for the Alpine breed and 1 feed unit contained 117.3 g of digestible protein, these indicators for the Toggenburg breed were 7.93 and 118.2 g, respectively.

The purpose of fattening is to demonstrate high results of the genetic potency of meat products of fattening animals, and in order to achieve these high results - a daily increase in fattening, easily digestible and readily available feed is constantly used in rations.

With a 75-day period of fattening, Alpine goats consumed 109.70 kg of feed units, 151.01 kg of dry matter, 13.18 kg of digestible protein, and these indicators are 3.47% higher than their counterparts of the Toggenburg breed in feed units, by 5.15% on dry matter and 2.94% ha of digestible protein. During this period, 7.67 feed units were consumed per 1 kg of weight gain in Alpine goats and 1 feed unit contained 120 g of digestible protein, and the indicators for the Toggenburg breed were 8.74 and 120.8 g, respectively.

2- Table

Feed consumption for the Alpine goat breed by periods of experience, kg

Stern	Experience periods, days					
	Lactic	**growth**	**development**	**Feeding preparations**	**During the feeding period**	**Total**
	Up to 90 days	**Up to 120 days**	**Up to 90 days**	**Up to 60 days**	**Up to 75 days**	**435**
Goat milk	81	-	-	-	-	81
whole milk substitute	117	-	-	-	-	117
Hydroponic feed	14,5	-	-	-	-	14,5

Hay herbal	11	50	48	36	34	179
Straw		10	11	8	7	36
Silage from: alfalfa	14	135	153	56	100	458
triticale		57	64	23	41	185
Bran: oat		6,6	6	8,2	12,4	33,2
wheat	5,7	6,6	6	8,2	12,4	38,9
Special feed Biologically add combicorn	11	16,5	15	20,5	31	94
Cotton meal		3,5	3	4,1	6,2	16,8
Monocalcium phosphate, g	135	840	630	420	525	2550
Premix, g	150	240	180	180	225	975

Feed consumption for the Toggenburg goat breed by periods of experience, kg

Stern	**Experience periods, days**					
	Lactic	**growth**	**development**	**Feeding preparations**	**During the feeding period**	**Total**
	Up to 90 days	**Up to 120 days**	**Up to 90 days**	**Up to 60 days**	**Up to 75 days**	**435**
Goat milk	81	-	-	-	-	81
whole milk substitute	117	-	-	-	-	117
Hydroponic feed	14,5	-	-	-	-	14,5
Hay herbal	11	46	45	32	31	165
Straw		8	8,5	8	5	29,5
Silage from: alfalfa	14	130	147	51	95	437
triticale		54	60	20	38	172
Bran: oat		6,6	6	8,2	12,4	33,2
wheat	5,7	6,6	6	8,2	12,4	38,9
Special feed Biologically add combicorn	11	16,5	15	20,5	31	94
Cotton meal		3,5	3	4,1	6,2	16,8
Monocalcium phosphate, g	135	840	630	420	525	2550
Premix, g	150	240	180	180	225	975

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Throughout the entire experiment lasting 435 days, Alpine goats compared to Toggenburg goats used more feed by 4.20% fodder units of feed unit, 5.72% of dry matter of feed and 3.60% of digestible protein. At the same time, per 1 kg of live weight gain, Alpine goats consumed only 7.50 kg of feed units and 127.7 g of digestible protein during the experiment, and goats of the Toggenburg breed, respectively, 7.87 feed units and 123 g of digestible protein. The difference between the breeds in terms of consumption of feed units was 4.9%, in terms of digestible protein 3.14%, with the same indicators of other criteria.

Output:

Goats of the Alpine and Toggenburg breeds adapt well to the conditions of the hot climate of Uzbekistan without losing their genetic qualities of products and can be recommended for breeding in order to diversify and supplement the diet of the population with dietary goat products.

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New Forms of Employment and The Ways of Application in Developing Countries

Author(s), DILMUROD ABDULLOEVICH NASIMOV

Abstract:

The article considers the emergence of new forms of employment, caused by innovative processes and transformation of economy. Digitalisation of the economy is natural process and demands modernizations. Consequences of such transition for labor market is also covered.

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INTRODUCTION

Modern trends in economic development prioritize the creation and dissemination of information as the main factor of production. The development of new technologies is always accompanied by the development of education and the discovery of new knowledge. The basis of the information society is a networked economy with networked organizations. An information society assumes the emergence of new non-standard forms of employment, an increase in the flexibility of the labor market and the development of knowledge-intensive sectors of the economy. The formation of the information labor market as a socially useful activity is aimed at using intellectual capital.

Distance employment is now becoming widespread, which is an employee's activity outside the employer's location. The interaction between an employee and an employer through telecommunication technologies has received the definition of virtual employment. At the same time, participants in the labor process in real life may not even see each other. The virtual form of employment is characterized by the removal of the employee from the office, it implies a flexible regime and the use of information technology to perform tasks. This type of employment provides an opportunity for older workers to extend their work activities, which would not only increase their income and pensions, but also reduce the burden on the economy.

LITERATURE REVIEW

The issues of employment trends and the development of social and labor relations have recently been developed in the works of D.Howcroft, I.Mandl, T.Wilthagen, Yu.G.Odegova, V.N.Bobkov, L.V.Sankova, I.D.Kotlyarov and others [1–7]. However, the problem of the formation and development of social and labor relations in the context of globalization, the formation of new forms of employment remains insufficiently developed, and the issues of regulating social and labor relations in new segments of the labor market and new forms of employment in developing countries also require a systematic scientific study.

RESULTS

Unlike traditional employment, innovative employment involves working for different customers, partial use of an employee's means of production, the use of flexible systems in matters of working time and remuneration, a shift in the employee's interests towards self-expression and stimulation of non-standard thinking. The role of a person expands from a subject of labor activity to a carrier of intellectual capital, carrying out innovative activities.

Based on data from labour force surveys, the ILO estimates that 7.9% of the world's workforce worked from home on a permanent basis prior to the COVID-19 pandemic, or approximately 260 million workers. These estimates are based on data from 118 countries representing 86% of global employment [8].

The innovative development of the economy involves the emergence of new non-standard forms of employment, each of which has its own characteristics and rationality of application:

1. Temporary employment.
2. Self-employment.
3. Part-time employment.
4. Virtual employment.
5. Informal employment.

According to International Labor Organization, nonstandard forms of employment include: temporary employment, part-time work and job to call, multi-sided labor relations (leasing, agency work), hidden labor relations (dependent selfemployment) [9].

According to Eurofound report the project identified nine broad new forms of employment: employee sharing; job sharing; voucher-based work; interim management; portfolio work; platform work; casual work; ICT based mobile work; collaborative self-employment [10].

At present, the economy of developed countries can be characterized as a "knowledge economy" in

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which the formation and development of human capital is put in the first place. State policy and the orientation of the main large sectors of the economy should be aimed at a transition to technological structures in which information and digital technologies become an integral part of human life. All this dictates the need for highly qualified specialists who are needed not only for the maintenance and software of new equipment, but also for innovative development and substantiation of innovative economic paradigms.

Non-standard flexible forms of employment appear in the system of social and labor relations as the adaptation of their subjects to new dynamic multi-vector changes. They have both positive and negative aspects.

Flexible forms of employment play an important role in solving the problems of unemployment, contributing to the regulation of its level, providing part of the working-age population with work (sometimes temporary and part-time) and providing an opportunity to receive income (often lower than in traditional forms of employment). Also, flexible forms of employment allow those who cannot work in traditional working conditions (disabled people, women with small children, etc.) to find a job. Flexible working regimes also expand employment opportunities for people who combine different forms of employment or fulfill various social obligations. The development of flexible forms of employment is gradually transforming the worker-employer model of labor relations into a customer-executor. These forms pose a threat to civilized labor relations. Hired workers in precarious work not only lose most of the benefits and guarantees, but are deprived of the opportunity to defend their legal rights through trade union organizations, which are also negatively affected by flexibilization. The development of flexible forms of employment is mainly associated with the desire of employers to reduce production costs, especially during the global financial and economic crisis. This crisis gave rise to a lot of problems and contradictions, including in the social and labor sphere, the resolution of which, in our opinion, is complex and long-term.

The negative sides of the use of non-standard forms of employment can also include: difficulties in organizing work in the development of change schedules; part-time workers tend to be less adapted in production teams than those working under normal conditions; the use of compressed working hours often leads to increased fatigue, etc.

Such a flexible form of employment as homework, which is attractive for people with limited activity (the elderly, the disabled, women with small children), is becoming widespread in developing countries. This form of employment allows employers to save on production costs by paying lower wages and avoiding the cost of renting industrial premises, and employees - to get a livelihood without leaving home. However, the trend towards an increase in the proportion of highly qualified workers involved in home work is alarming, since it is expressed in a reduction in their real incomes, lack of social guarantees and may lead to a partial loss of qualifications.

Outstaffing has also become widespread in many countries and in Ukraine as a procedure for “removing personnel from the enterprise’s staff”, which allows you to reduce the cost of money and time when working with hired personnel. This human resource management tool allows companies to regulate the number of real employees and not tie them to the official number of employees. Outstaffing is a type of precarious employment of employees who have informal jobs in formal sector enterprises.

Work on temporary contracts has become widespread in Western countries and in Ukraine. Such work can be classified as precarious work for a number of reasons: firstly, it does not guarantee stable employment (an enterprise can fire an employee upon expiration of the contract); second, temporary contracts do not imply a wide range of social benefits; thirdly, career opportunities for such workers are significantly limited. In addition, flexible forms of employment stimulate the emergence of intermediary wage firms, which increases the cost of labor for the employer and reduces the wages of the employee.

The modern labor market has formed a new labor group of independent workers - freelancers who independently implement their services in the market. The market for freelance services, mainly represented by professionals, is sufficiently developed not only in Western countries, but also in Ukraine, attracting more and more new participants - performers offering their services, and enterprises willing to cooperate on a remote basis. The expansion of the new category of freelance workers is associated with the development of information and communication technologies, a corresponding increase in the volume of work on the production and processing of information, and an increase in the level of mastery of new technologies by workers. A freelancer is more independent in choosing an employer, he can work with several customers at once and perform those types of work that he likes more, but at the same time he is not formalized and is not provided with social guarantees.

Part-time employment is considered to be an alternative type of employment that has become widespread in Ukraine during the global crisis. It is expressed in the reduction of working hours or division of the workplace by two or more workers. Such measures, as a rule, are used as an alternative to the complete layoff of workers and are conditionally voluntary.

Expanding the scope of precarious work, in turn, will contribute to the expansion of risks and uncertainties in the world of work. This implies the development of a set of measures to eliminate the risks and uncertainties that are formed by flexible employment. We propose to pay attention to the issues of education, professional development and retraining of labor potential, which are important aspects of an employee's adaptability to rapidly changing labor market conditions.

CONCLUSIONS

The digital development of the economy leads to the reduction and further disappearance of some specialties. Computers are gaining more and more opportunities, and with the development of artificial intelligence, they can completely replace personnel. Already, Internet banking, e-government, automatic accounting programs, self-service points in the field of food, transport, etc. are becoming widespread. Rapid response to technological challenges can offset the impact of these changes through training and retraining of workers.

Automation and robotization of production processes will undoubtedly lead to an increase in unemployment, so it is important to think over an effective employment policy already now. Human capital is becoming the most important resource for economic growth. The innovative orientation of the economy implies the combination of material and intellectual resources.

The need to create jobs and livelihoods for millions requires balancing the socioeconomic system with the ecosystem, investing in skills, infrastructure and technology and promoting - through fiscal stimulus and beyond - a shift towards a more human-centred and inclusive digitalisation, more investment in the care economy and a greener and gender-equal economy for all[1].

The digital development of the economy and employment system is an inevitable process that will greatly simplify communication between the state, entrepreneurs and employees. Opportunities for training, research will also expand, new technologies for doing business and production will open up. The labor market quickly enough adapts to a new direction, becomes more flexible and mobile, which means that in the near future it will enter a completely new innovative phase.

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The Need to Formulate a Competency Working with Information in the Educational System

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KHOLBAEV SHAKHRIYOR ABDULLAEVICH,

Abstract:

Today, the development of the digital economy is significant in the management of the state and society, as well as in the integration of world countries. In this context, in the development of the digital economy, it is important to formulate a working competency with information. In this article, the content and essence of the compensation for working with the information necessary for the development of the digital economy is widely disclosed. It also provides the necessary recommendations for its formation and development.

Keywords: knowledge, enlightenment, digital economy, information, electronic calculation, competence, intelligence, culture of working with information, ergonomics,

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INTRODUCTION

The fact that the flow of information and the level of its use are increasing represents the scientific landscape of the modern world. The increase in the scale of information is reducing the opportunities for its management and security. In particular, it requires great potential to be able to use it in sorting out, processing and developing new knowledge from within.

The scientific landscape of the world is one of the highest levels of systematized knowledge. It expresses a stable fundamental principle and the sum of its sections, creates a system of knowledge corresponding to the level of development of science, at the same time serves as a theoretical basis for the end of scientific knowledge development and new knowledge. However, in today's informed society, not only production, but also the whole system of lifestyle and values change. In such a society, intelligence, knowledge is assimilated and introduced into consumption, as a result of which the individual is regularly engaged in mental labor [1].

RESEARCH OBJECTIVES

Since the XXI century is the age of information and intelligence, in such an informed society people are required to have fully mastered the culture of working with information and the skills to engage in intelligent labor. Working with information in a purposeful manner, with the aim of mastering them, requires processing, computerized information technology, the application of modern technical tools and methods – the culture of working with information. Only people with a high level of Information Culture will be able to accurately take natural, socio-economic, environmental and pedagogical resources into account.

RESULTS AND DISCUSSION

I. In the decree of the president of the Republic of Uzbekistan Shavkat Mirziyoyev "The action strategy for the further development of the Republic of Uzbekistan" in February 7, 2017, priority tasks for the further acceleration of the development of our country for 2017-2021 were defined. The work aimed at developing the social sphere has identified important tasks for radically improving the quality of Education.

In an appeal sent to the Supreme Assembly by President Shavkat Mirziyoyev in January 24, 2020 was declared as "the year of development of Science, Education and digital economy", and a special attention was paid to the development of science and technology. In particular, as the eastern wise men say:

The greatest wealth is intelligence and science,
The greatest legacy is a good upbringing,
The greatest poverty is ignorance!

Therefore, it is necessary to master modern knowledge, to be truly enlightened and the owner of a high culture, to become a continuous vital need.

In this appeal, it was noted that the improvement of the results of our reforms should not only be used by the state bodies, but also the society itself should be the initiator of reforms and people should be more active by studying all the modern knowledge, achieving perfection and increasing productivity [2].

In the reforms carried out in all parts of education in the training of the new generation of personnel, the criteria for being an initiative reformer, strategic thinker, educated and skilled person are the priorities. First of all, knowledge and high spirituality are needed in order to increase the level of knowledge of the members of our society as a whole. Apparently, in this process, attention is paid to the transformation of human resources into human capital.

On April 6, 2017, the Cabinet of Ministers of the Republic of Uzbekistan approved the "State educational standards of general secondary and secondary special vocational education". This state standard of education is based on the competency criterion, which provides the formation of special competences on the base and science in education recipients.

Competence is a social requirement put in advance on the educational preparation by the educator for effective activity in a particular field [3].

Competency is a set of personal qualities (knowledge, skills, abilities) of the educator, determined by the experience gained in his activities in the established social and personal sphere [3].

Competency is necessary for a person to have a minimum of experience that he / she must have when applying the competences. According to it, the following 6 types of base concomitant should be formed:

communicative competence;

competency in working with information;

self-development competence as an individual;

Socially active civil competence;

General information, mathematical literacy;

To be aware of Science and technology innovations and to use competency.

Taking this into account, we can say that the most important thing in the six compartments are the information processing compartments. Others are formed precisely on the basis of this, that is, depending on the level and validity of the information received, it is possible to determine the quality of self-development as a person, socially active citizenship, the formation of universal compensations. The reason, let us say, is that in a student or educator who has mastered negative information, there will never be a formation of positive social activity or exemplary moral communicative activity.

Individuals with competency in working with information will have such skills as competence working with textbooks and other sources of information, understanding the content of social systems and delineating them into fields, categorizing the sources, having a media culture, ability to analyze the indicators of the development of society, monitoring the development of the country in the spiritual and educational sphere, the skills to distinguish science information from educators, and ability to control, analyze and qualify the flow of information.

II. One of the founders of the theory of management, Anri Fayol, identified the five functions of Management in the early twentieth century as "planning", "organization", "issuing orders", "coordination" and "control", and calls Management a powerful weapon that sees the future, organizes disaster, manages the organization, coordinates the types of activities, and controls decisions and orders [4].

Through the wide introduction of digital technologies in the field of State and Public Administration, Sociology, and Economics, it is possible to achieve the following:

- improvement in the quality of products and services;
- reduction in excessive costs;
- loss of corruption;
- increase in the efficiency;
- improvement in quality of people's lives.

Digital economy means a modern economic system that forms new knowledge and digital technologies in society, business, the state within the framework of new digital concepts and opportunities such as the exchange of information on the relationship of the population with state bodies in electronic form, the provision of electronic accounts of legal entities and individuals remotely to the state tax service bodies. The introduction of an information system in notary offices is the first step towards the formation of a digital economy.

Today, together with the systematic introduction of digital technologies in all leading personnel, civil servants, in public service systems, the formation of concepts and skills in civil servants remains an urgent task.

The competency of working with information is interpreted as follows:

The ability to use available information sources (Internet, television, radio (audio-video recording), telephone, computer, email, etc.);

The ability to search, sort, process, transmit, store, secure and use the important information from the media sources and to comply with media culture;

To be able to create a database, choose the main ones and analyze them;

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Be able to work with documents that are used in a daily life (be able to write simple greeting cards, fill out questionnaires, record information about himself in the hotel list, etc.);

Besides, the information flow on the web can be used even more widely. The Internet network today is represented several ways:

Information and source of knowledge;

Interactive tool of information;

All aspects of people's life – education, culture, politics-economics, social, sports, tourism and many other spheres [5].

The information and communication technologies and the world of the Internet seem to be very complicated for people. But as we get into it, our opportunities for further development of our knowledge, opening up new facets, learning foreign languages are becoming more and more important.

RECOMMENDATIONS

As a result of the excessive use of information and communication technologies, the following ergonomic ("ergonomics" Greek means ergon-work, labor and nomos –rule or rule about the labor process) problems arise:

- If educators work with computers excessively, and are less active, it affects their health to some extent;
- Users of the internet prefer virtual or online communication rather than live one. This, in turn, causes social networks (Odnoklassniki, Facebook, Twitter and etc.) to develop;
- A relatively large percentage of functional changes in the body impact on eyesight (inability to see far, astigmatism, fear of light), spine, syllable, cardiovascular and psycho-nervous systems [6].

In fact, if we look at our history, we can see that society relying on science and education became great. As today's people are well informed, society cannot achieve sustainable economic development without the development of the digital economy and the introduction of strategic elements into our lives in the world integration of all spheres, as well as strategic co-operation in our development.

CONCLUSION

In conclusion, in order to form a working competency with information, the following can be recommended:

- correct orientation of learners on the target strategy;
- to teach the skills to work with information in practice;
- introduction with the ways of comprehensively developing the level of competence;
- development of communication skills.
- to write an essay on the subject "Can I work with information?", or to conduct surveys, and monitor them.

Finally, it can be said that the competency to work with information plays an important role in today's digital world. Every education system should consider the inclusion of special courses that teach youngsters the necessary skills to work and use information. Today's youth should be competent to operate with data for them to survive and prosper in a competitive world where everything can be found online.

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Margilan Intellectuals About The City Of New Margilan

Author(s), NODIRJON URAIMOVICH ABDULAKHATOV

Abstract:

This article discusses the memoirs of local Margilan historians associated with the city of Fergana, known as New Margilan, Skobelev, in the history of its formation as the central city of Ferghana region in the second half of the XIX century. The newly built regional center, New Margilan (Skobelev), was built as a city in Central Asia that embodied European achievements. In turn, there are places in the city that contradict the culture of the local population. For this reason, in the beginning, people who went to Skobelev to work were considered as "immoral" people. However, at the same time, the opening of scientific and cultural objects in the new city, landscaping attracted the attention of intellectuals. The historical significance of these memoirs is that they contain interesting information about the life of Russian intellectuals, whom the locals respected for their enlightenment and justice. The works of Abdulkadir Mahdum Nozik and Galib Margilani have not yet been published. If these works are published, New Margilan (Skobelev) may become one of the most important historical sources for researchers in the study of urban history.

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INTRODUCTION

By the second half of the 19th century, the Turkestan society experienced a very large political, social and economic changes. These changes are explained primarily by such factors as the capture of Turkestan, in particular in the Kokand Khanate and the annexation of the Fergana region to the tsarist empire, the introduction of a new system of political leadership, the penetration of new settlement capitalist relations into the society of the region, and a change in economic relations.

MAIN PART

The political situation of the middle of the 19th century occupies a special place in the history of the peoples of Central Asia. And also in this region the cultures, values and interests of the great powers came face to face. In most cases, these clashes took place in the form of political clashes, without the use of military force [1, p.22.].

Such a socio-political and economic situation could not but affect the situation and living standards of the population of the region. This can be seen on the example of the city of Fergana, founded in 1877 on the site of the village of "Sim". This is how the historian of Margilan Muhammad Aziz Margilani writes in his work “Tarihi Aziziy”: “It was in 1876. The Russians came to Khukand. They bought the land of the village of Sum on the southern side of Margilan for gold, built a new city and named it "New Margilan”.

Then different people from all sides came to the city of Fergana, the population grew, merchants and shops also became more and more. Wood has become expensive. Seeing this, everyone began to plant a lot of trees ... In 1898, a carriage, that is, a railway, came to Fergana. After the arrival of the railroad, many people of all nationalities and religions came to Fergana, the city was full of people, land prices became many times more expensive ”[2, 72].

The city was originally called "New Margilan", it was located 12 km from the ancient city of Margilan. In 1907-1924 the city was renamed in honor of the Fergana regional military governor M. D. Skobelev (1843-1882), Skobelev - in the local pronunciation - was called "Iskobil". At the entrance to the park, built at that time by the sculptor A. Aubert, a volumetric bust measuring 76x62 cm of M.D.Skobelev was installed from bronze. At the moment, this bust is numbered KP. 11802 / s 623 is kept in the State Museum of History and Culture of the Fergana region.

The reason for the name of New Margilan by the name of M.D. Skobelev, it was the fact that he turned to the Governor-General of Turkestan K.P. von Kaufman with a request for the restoration of a new city near the Old City of Margilan and was able to get his approval. However, General M.D.Skobelev did not have the opportunity to see the new city. In March 1877 he was drafted to St. Petersburg in connection with the Balkan War. The newly built regional center has been erected in Central Asia as a city that embodies European achievements. In turn, the city has also opened entertainment options that contradict the vibrant culture of the local population. [3, 28].

Brothels were opened in the city of New Margilan, and prostitutes began to walk the streets of the city with open faces. According to V. Nalivkin, even religious scientists were invited to the opening of one of these immoral places [4238]. In the new Margilan Y. K. The brewing workshops of Bushman and A. V. Stefan worked [5,12]. As noted in the Turkiston newspaper: “Of course, fanatics who are enemies of education and culture took advantage of this” [6,105].

At the beginning, there were cases when people who went to the city of Skobelev were called "morally spoiled." But at the same time, the opening of scientific and cultural centers in the new city, improvement work attracted the attention of the local intelligentsia.

Because, starting from the first period of construction of the new Margilan, great importance was attached to landscape works. According to the correspondence of the regional administration in 1877, on January 22, 285, under the responsibility of the head of the Margilan district, a strict ban was imposed on the purchase and felling of garden trees on the site of the newly built city. Since May 1877, Akhmed Sultanov was appointed to the position of "miroblik" to water the trees on the site of the city. Later he was also given an assistant.

An important role was played by seedling gardens, which were established in the city in 1877 with the aim of landscaping the city. For this, more than 16 acres of land have been allocated. There were not enough specialists with special skills to work here. Therefore, with the approval of the Governor-General, a foreign agronomist Karl Kopman was invited to Fergana.

Seedling gardens in Fergana have been supplying decorative and fruitful tree seedlings to other cities of Tashkent and Turkestan regions for 10 years. Sapling gardens also served as a research center. Since, 6 interns-students, sent from the city of Vernium, studied the science of gardening. In April 1879, the Fergana regional administration decided to build Fergana Avenue, plant trees on both sides of it, and restore the boulevards that separate the city from the military camp within the city [4, p.40].

As a result, rare species of seedlings and flowers were soon brought. Changes in the city, improvement works are described in memoirs, memoirs of local intelligentsia. However, these data have so far been ignored by their researchers. Abdulkadir Makhdum (1856-1914), a famous khattot, fakikh and historian who lived in the village of Kubbo of the Margilan bekstvo in the second half of the 19th and early 20th centuries, dastan "Gulnama", dedicated to the varieties of flowers brought to the city of New Margilan (Skobelev). This dastan describes more than fifty types of flowers planted in a new city, describes the features of each flower.

Abdulaziz kari Boltabaev (1900-1982), who worked under the pseudonym "Golib", was born in the city of Margilan. Golib Margilani studied at the old school from the age of six. Later, at the age of 15-18, he studied at the gymnasium in the city of Skobelev. In addition to his native language, he perfectly knew Arabic, Persian, Russian, was engaged in translation, accounting. Golib Margilani wrote a work called "Nasab", consisting of memoirs about Margilan. In this work, he talks about his student period in the city of Skobelev in the gymnasium.

He also brings information about the lifestyle of the inhabitants of this city: "General Skobelev took this fortress and built a city here. There used to be a small village called Siim (Siim-Persian silver). In the place where the bust of Marx stood, there was a bust of Skobelev. My elder brother Abdukhamid was a student of the gymnasium in Iskobil - Fergana. Later, he was diagnosed with tuberculosis. It must have been tuberculosis. Once my dad urgently took my older brother to Tashkent, they returned a month later. As it turned out, the famous surgeon Barovskii operated on my brother Tashkent.

Golib Margilani wrote that the Sutyagin family accepted him as their own, and for several years they helped him a lot during his studies at the gymnasium. Thanks to this selfless help from them, Golib Margilaniy attracted the attention of even the governor-general as an excellent student of the Margilan gymnasium. He was also invited to visit the house of the Governor-General together with his teacher Alexander Petrovich.

In the memoirs of Golib Margilani, Maria Petrovna is described as a very kind and caring teacher. Especially the fact that Maria Petrovna fell ill, and even in the last minutes before her death, thoughts about the fate of Golib Margilaniy did not leave her very much vyapchatil him. For this reason, when he talks about his memories associated with the city of Skobelev, he will remember the Sutyagin family with great respect. An important aspect of Golib Margilani's life in the city of Skobelev is that he was able to courageously cope with the difficulties he faced, precisely thanks to the knowledge he received in the gymnasium.

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CONCLUSION

The historical significance of these memoirs is that they contain interesting information about the life of Russian intellectuals, whom the local residents respected for their enlightenment and justice. The works of local historians Abdulkadir Makhdumov and Golib Margilani have not yet been published. When these works are published, New Margilan may become one of the most important historical sources for researchers in the study of the history of the city.

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Unique Approaches in Educating the Youth in The Spirit of Perfection and in identifying their talents

Author(s): ERMATOV SHERZOD SAIDOVICH,

Abstract:

This article deals with the reforms in youth policy in our country, the implementation of targeted programs among young people, the development of education, culture, science, literature, art and sports, the improvement of state youth policy.

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Introduction

The Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated March 18, 1993 "On measures to further develop football in the Republic of Uzbekistan" is of great importance in the development of football in our country. Sports games as a means of physical and psycho-functional improvement of the body are very popular among various categories of the population, especially among schoolchildren, so their main ones - volleyball, basketball, football, handball, etc. included in the study plans.

The needs of every individual for performing in a particular sport are different from those of another. If we take the example of the sprint event, even a small difference in time and speed or distance decides the performance record, victory or defeat. The difference depends on individual-specific capabilities. It is, therefore, necessary to identify the individual potential during the training. By identifying their needs, training may be focused at improving the identified gaps in the abilities of that sports person.

The issues of proper use of all conditions created for young people, which can be the basis of the development of Uzbekistan, the proper organization of their development in the spirit of patriotism were discussed. Timely implementation of measures to prevent the problems of young people in science, the implementation of targeted programs, education, culture, science, literature, identified in five priority areas of the Action Strategy for the Development of the Republic of Uzbekistan for 2017-2021, developed by the President of the Republic of Uzbekistan , development of arts and sports, improvement of state youth policy are important issues. [1]

Necessary conditions have been created for the population, especially the younger generation, to engage in regular physical culture and mass sports. Modern sports complexes have been built in cities and villages. It would be expedient to select talented children and organize new methods of working with them, based on ideas. Physical education of school-age children constitutes an individual health-improving education system.

Daily classes are held with each child according to the established rules. In children's childhood, their favorite toy was the ball, which they have loved since childhood. It is a purposeful approach to the field of football to maintain this passion and interest, to ensure that they are regularly engaged in the learning process. Sports training is a special process of preparation of sports persons based on scientific principles aimed at improving and maintaining higher performance capacity in different sports activities. It is a particular type of training designed to improve fitness and abilities to perform in a given sport. It includes strength in training, corrective and restorative exercises, conditioning and cardiovascular training. It also includes mental and psychological training and advise on nutritional values. [3]

In recent years, certain work has been done to provide comprehensive support to the youth of our country, to protect their rights and interests. Strengthening the spiritual immunity of young people, meaningful spending of their free time is an urgent issue. The head of our state put forward five important initiatives to organize work in the social and spiritual spheres on the basis of a new system.

Methods

There are various methods of sports training that are mentioned below: continuous training method, circuit training method, interval training method, ply metric training method, repetition

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training method, weight training method, fatlike training method, cross training method, however in this chapter only two methods are described:

1. Interval Training: It involves maximum intensity work with intervals. This intensity work is alternated with periods of rest or low activity so that the body adjusts to work and rest. This method involves more of cardiovascular activities of individual.

2. Cross Training: refers to training in different ways to improve the overall performance. Cross training uses different methods collectively to improve fitness and increases effectiveness of the training process for every human.

Serves as a means of stopping, receiving and possessing the ball. The purpose of stopping is to slow down the ball as it rolls or flies to make the next move. The term "stop the ball" is sometimes used in the sense of "adjusting the ball" or "receiving the ball." Therefore, when considering ways to stop the ball, we mean that the player does not stop the ball completely, but adapts it for the next move. [2]

Results and discussion

The main goal of the radical changes in the economy is to further improve the living standards of the population, our youth, to improve their well-being. As a vital proof of this, small business and private entrepreneurship, which are an important factor in the sustainable development of our economy today, have become an important area for increasing the social activity of our youth, demonstrating entrepreneurship, entrepreneurship and entrepreneurship. With the personal care of the head of our state, the creation of new jobs for our youth, preferential loans for entrepreneurship and running their own businesses are all creative work to ensure the active participation of our youth in social life.

Confidence in young people, who are the main creative force in the development of our society, means, first of all, confidence in our great future. After all, a great future is created by great people. Today, our young people are stepping towards greatness.

Its foundations are being built on the basis of the courage, noble deeds and confidence of our people in the future.

At the same time, thanks to our independence, all the material and spiritual factors for the development of young people, the upbringing of a harmoniously developed generation are becoming a priority in all areas of our ongoing reforms.

Every young man and woman who feels such attention and care will undoubtedly have a deeper understanding of his duty and responsibility to the motherland and the people. Feelings of inspiration lead to a combination of a sense of pride and arrogance with patriotism, humanity, devotion and creativity. Development of projects “Physiological and pedagogical features of the selection of gifted and talented young players” further development of the future will ensure a worthy assessment of the talents of young people. [4]

The project works with young people who are currently or want to play football. On the basis of the project, planned classes, various trainings based on a unique approach to working with gifted children, mental walks to get acquainted with the thinking and worldview of children. The project includes the program of a preventive seminar on the process of enriching the perception of talented young people about football and the demonstration of their talents.

Three variants of seminars of different duration on each topic are given. This will shape the worldview and patriotic feelings of the future players of the football team to be formed. [5]

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Conclusion

Sports games as a means of physical and psycho-functional development of the body are very popular among various categories of the population, especially among schoolchildren, so its main ones are included in the programs of multi-stage competitions and educational institutions of volleyball, basketball, football, handball.

In times of football formation, team captains monitor compliance with the rules of the game. The referee appeared on the football field in 1880, and a year later the referee began to appear on the field with two assistants. The organization of full trainings on the formation of the game of football in children and the demonstration of their skills will expand the opportunities. Technical skills form the basis for a successful tactical concept of the game. The main goal, which focuses on the principle of teaching and improving technical knowledge, is to correctly solve situations that are relevant to the game situation during the competition.

Adaptation is defined as the adjustment of physical and psychological functional systems to the training load. Adaptation to a load results in the enhancement of performance capacity. Thus, a sports person is able to increase his/her performance as a result of adaptation process. Adaptation process demands that a sports person maintains regularity in training. If a sports person is exposed to new and unfamiliar load in a systematic planned way, the adaptation process will be faster. [6]

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Use of The "Six Hat" Method when working on text analysis

Author(s): DILAFRUZ JAMURODOVNA JURAEVA,

Abstract:

The article covers a wide range of issues related to the development of oral and written speech in the process of working on the text of junior schoolchildren. The students were also told about the importance of developing problem-solving and critical thinking skills. The essence of the Six Hats methodology, developed by Edward de Bono, is revealed in developing students' parallel thinking skills. Using the Six Hats method, students are able to analyze the text in a comprehensive way. This develops students' ability to not only learn the content of a text, but also to express their attitude toward the text.

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INTRODUCTION

Fiction is a special way of knowing. For a long time, teachers and methodologists believed that one reading of works of art at school was enough. But often the first reading cannot lead to full and convincing impressions and sensations. Then a brief analysis is needed so that readers can understand all the ideas and details of the painted by the author. It is only after learning this information that students will be able to experience an aesthetically correct and profound work of art.

MAIN PART

The Six Hats Method can be used effectively working with text analysis. The Six Hats method is also called the De Bono method. Because this method was developed by a British writer and psychologist, an expert in creative thinking **Edward de Bono**[2]. The system of thinking of Edward de Bono was created in the second half of the XX century and contains revolutionary views on the structure of thinking, as well as on the possibility of increasing the efficiency of the ego, the development of human creativity. The system includes scientific, educational and practical aspects.

De Bono's most famous works include “Water Logic”, “Literary Thinking”, “Teach Yourself to Think”, “Birth of a New Idea”, “Serious Creative Thinking”, “Six Hats of Thinking”,”I'm Right - You're Misguided”.

Edward de Bono's core book "The Mind Mechanism" was published in 1969, where he proposed a new approach to enterprise development based on the model of self-organizing information structure. One of the world's leading physicists, Nobel Prize winner **Murray Gell-Mann** said that this book is dedicated to the tenth anniversary of the work on the theory of chaos, nonlinear and self-organizing systems.

Based on this approach, Edward de Bono created the concept of lateral thinking and practical methods of applying ego. Traditional thinking is associated with analysis, judgment and discussion as the leading evaluation mechanism. In a stable world, this was not enough because, having identified typical situations, it could be developed for any standard solution. One thing is that in today's rapidly changing world, there is a huge need for new thinking - creative, constructive, enabling the creation of new ideas and ways of development. The methods proposed by Edouard de Bono are precisely the tools for such new thinking.

De Bono states that education is still oriented to load the student with the maximum amount of knowledge and facts, but does not teach him to think. More precisely, he teaches to think one-sidedly, focusing mainly on critical thinking. Critical thinking is necessary, but, not knowing the other tools, a person falls into a trap, he is not able to objectively consider all sides of the problem, to generate new ideas, to focus on the practical result of thinking.

De Bono noted the importance of the perception process in thinking. At school, people are used to abstracting from perception - they get tasks with ready input information. But in life it's not like that. Here the solution of a problem entirely depends on the initial perception of the problem. Especially valuable is observation in interpersonal relationships. In most cases, each of the participants in the discussion is right, but based on his or her own perception, which is based on

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[2] Edward Charles Francis Publius de Bono was born May 19, 1933 in Malta. He is a graduate of St Martin's College, Malta; he received his doctorate in medicine from the University of Malta and later, as a Rhodes Scholar, he studied at Oxford, Christ Church College, where he received his master's degree in psychology. De Bono also received his PhD in medicine from Trinity College, Cambridge and his PhD in law from the University of Dundee..

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his or her principles, values, education, knowledge, etc. With this in mind, one should not focus on persuading one's opponent, but on effective interaction that allows one to develop creative proposals that satisfy the true interests of the parties.

De Bono notes that up to now the widespread orientation is exclusively based on logical principles proposed by ancient Greek philosophers, is not able to effectively solve modern problems. In contrast, he offers his own - water logic (instead of traditional stone). For example, according to the accepted logic, the statement can be either true or false. And the water logic is more flexible - the glass may not be filled with water completely - "it is half full, and it is half empty". It is important that water logic has serious practical application. De Bono believes that the future is behind it. He rightly notes that the domination of stone logic has led to the blossoming of science and technology, but it has not advanced human relations at all - so far, conflicts are solved by force because of the inability to agree, to look at the problem more widely.

Let's consider one of the simplest and most effective methods of thinking, proposed by De Bono - Six Hats. The advantage of this method is that it can be used both for group and individual thinking, and you can learn it in just half an hour. It is not a secret that a person, reflecting on any problem, tries to "embrace the immensity" - at the same time looking for new ideas, analyzing their coherence, trying to abstract from emotions, making conclusions, etc. It turns out to be chaos, from which it is very difficult to extract something really valuable. De Bono identified six main types of thinking, each of which he marked with a hat of a certain color. He suggested that these types should be used sequentially in the process of thinking - by analogy with taking off and putting on hats.

The main idea of this method is parallel thinking. In other words, this method suggests looking at the problem (in our case over this text) with a different but clearly defined position. The problem can have some decisions, and six ways of thinking allow to see them all.

The main purpose of the method is to teach people to better understand the peculiarities of thinking, to control the way of thinking and to connect it more clearly with the tasks in order to use the thinking process more effectively in solving problems.

White hat: Figures and facts. Information. Questions. Incidents that are happening. Impartiality recording of group work. What information do we have? What kind of information do we need?

With a white hat, when you analyze a text, you only emphasize the facts and the main idea. You don't pay attention to other things.

Red hat: The power of emotion. Intuition. Does not require an excuse for feelings. How did the students (teachers) feel in the learning process?

The person wearing a red hat evaluates the text based on intuition, emotions and instincts. What emotions does the text evoke? Does it make you feel loved? Or is it interesting? Or a source of inspiration? Do you have anger? Or encouragement?

Black hat: Careful. Negative aspects of the process. What are the disadvantages? What mistakes were made?

The reader who wears it is looking for flaws in the text, and the more he/she finds them, the better. Incorrect, contradictory - resistance, problems, negative consequences - all this will be on the verge of the black hat**.**

Yellow hat: Benefits. What progress has been made in the process. Make positive conclusions. Why is that acceptable? What are the benefits? Why is this happening?

A yellow hat is the opposite of a black hat. That is, the reader who wears it only looks for the strong points of the text. Yellow hat has no drawbacks, there are only advantages, and its only job -

to find the positive sides.

Green hat: creative approach. Different ideas. New insights. Suggestions. Different solution options. What are the alternatives? Ways to improve the process.

It's creative thinking. We ask ourselves the question: "What can be done differently, why and how?" This "hat" allows us to find new facets in the studied material.

Blue hat: Analysis. Overview. Decision making. What have we achieved? What do we do next?

The previous five hats only take up a certain part of the thinking process. In other words, they are responsible for only part of the work. The blue hat integrates these parts into one image. With a blue hat, you systematize ideas into white, red, black, green and yellow hats. The blue hat sums up all the work in the text. It answers the author's problematic questions.

The strategy of the Six Hats Method:

1. What information do we have?
2. How do you feel about that?
3. Is that right? What are the disadvantages?
4. What are the advantages?
5. New ideas. What's the alternative?
6. What have we done? What do we do next?

The Six Hats style is an attempt to learn to focus on different aspects of thinking at the same time. As a result, this combination of different aspects provides holistic thinking.

Advantages of the Six Hats method (to find them you need to use Yellow Hat):

1) Usually mental work seems boring and abstract. Six hats make it a colorful and fascinating way to control your thinking;

2. Colored hats are a well-remembered metaphor that is easy to teach and easy to apply;

3. the Six Hats Method can be used at any level of complexity, from kindergartens to boards of directors;

4. By structuring work and eliminating fruitless discussions, thinking becomes more focused, constructive and productive;

5. The hat metaphor is a kind of role-playing language in which it is easy to discuss and switch thinking, distracting from personal preferences and not hurting anyone;

6. The method avoids confusion because only one type of thinking is used by the whole group in a certain period of time;

7. The method recognizes the importance of all the components of work on the project - emotions, facts, criticism, new ideas - and includes them in the work at the right time, avoiding destructive factors.

Certainly, like any methodology, the system of thinking of Edward De Bono requires a period of patience for its assimilation: it is necessary to form a habit of thinking by the rules. But in return, the practitioner will receive:

- an increase in the efficiency of his or her thinking and, as a result, the decisions he or she makes;
- the pleasure of the thought process.

De Bono advises to develop creative thinking:

1.Get away from cliches and established patterns of thinking;
2.Doubt positively about the acceptable;
3.Generalize the alternatives;
4.Grab new ideas and see what happens;

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5.Find new entry points that you can bounce off.

CONCLUSION

It should be noted that many of the difficulties and problems encountered in teaching creative thinking are related to the low qualifications of those who take up the subject. Since creative thinking at first glance does not require either logic or experience, all who are not lazy to learn it. The result is an "instant" expert in creative thinking. Many believe that this is the right approach. Others find themselves disappointed and biased. As a result, the idea of learning to think creatively devalues and is perceived at best as a tricky thing that can sometimes be useful.

Six metaphorical hats of different colours, each of which represents a basic type of thinking. They are designed for creative and constructive thinking that complements evaluation and analysis.

The use of Six Hats thinking allows teachers to easily move towards a model of personalized learning, seeing the student as a full partner in a collaborative pedagogical process. In addition, the use of techniques allows the creation of a playful, creative environment, thus forming important traits of the child's personality.

Using similar methods of working with text, our students will improve their ability to analyze the text and express their personal approaches to it, independent opinions.

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Developing of the Cocktail-Types Tomato - New Direction in Breeding in Uzbekistan

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Abstract:

This article provides information of the results of testing 6 varieties of cocktail-types of tomato selection of the Scientific Research Institute of Vegetable and Melon Crops and Potatoes in greenhouses of the Tashkent region. The cultivars were evaluated by yield, average weight of fruits, biochemical composition of fruits, transportability, and resistance to diseases.

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Introduction

Tomato is one of the popular vegetable crops in Uzbekistan, grown in greenhouses, which occupies 50-55% of the total cultivated area. Along with large-fruited tomatoes in recent years, small-fruited cherry tomatoes and medium-fruited cocktail tomatoes are in great demand in our Republic. The fruits of the cocktail-type tomato are distinguished by an attractive presentation, have a high nutritional value, contain vitamins, organic acids, and mineral salts.

Methods

Developing of cocktail types of varieties and hybrids of tomatoes is a new direction in the selection of greenhouse tomatoes, they differ from other species and varieties in their size and color of the fruit. The fruits remain on the clusters for a long time. They are small, weighing only 40-60 g [6].

Actually, single cocktail-type of greenhouse tomato has not been zoned in our Republic yet. In this connection, the selection for the creation of local cocktail varieties of greenhouse tomato will be timely and very relevant.

In recent years, the employees of the laboratory of greenhouse vegetable growing have been working on the selection of cherry tomatoes, created and zoned varieties, cherry Marvarid (2014), cherry F_1 Umid (2019), F_1 Yantarniy (Amber) (2020), and also work is underway to create cocktail types of tomatoes based on lines from interspecific crosses [2,3,4].

Experimental Results

In the process of the experiments 2018-2019, carried out in spring film greenhouses, the following hybrid cocktail combinations obtained in previous years were planted in comparison with the Marwarid cherry standard; F_1 L-19-11x Marvarid; F_1 L-20-06x Marvarid; F_1 L-20-08 x Marvarid; F_1L-20-06 x L-20-08; F_1 L-19-11 x L-20-08.

The accounting plot area is 8 m2, 3-fold repetition, planting scheme 120 + 80 x 40 cm, the culture was carried out in one stem. Tomato seedlings were prepared in 2 film greenhouses.

Planted in a permanent place with 55-day old seedlings [1].

Phenological observations and biometric measurements were carried out on the 90th, 120th, and 150th days from mass shoots (Table 1).

As can be seen from table 1, the emergence of mass shoots in all cultivars occurred on days 7-8, the same pattern was observed when the 1st and 5th true leaves appeared, respectively, on days 11-12 and 34-36 days.

The noted pattern is confirmed by the dates of tying the 1st, 2nd and 3rd hand.

Under equal conditions of the microclimate of the soil data during the study of varieties on the 90th, 120th, 150th, day from mass shoots, the highest height of the main stem was observed in F_1 L-20-06 x Marvarid (115, 208 and 235 cm), F_1 L-20- 08 x Marvarid (110, 201 and 230 cm), the smallest was noted in F_1 L-19-11 x Marvarid (105, 182 and 205 cm), the height of the main stem was intermediate in the remaining varieties.

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Table 1. Passage of phenophases in tomato cultivars in the spring turnover (2018-2020).

№	Variety samples	The emergence of mass seedlings of days	Number of days before				
			Emergence of leaves		Tying soybean brushes		
			1th	5 th	1 th	2 th	3 th
St	Cherry Marwarid	8	12	36	54	68	76
1	F_1 L-19-11 x Marvarid	7	12	35	53	66	75
2	F_1 L-20-06 x Marvarid	7	12	35	53	66	74
3	F_1 L-20-08 x Marvarid	7	11	35	53	66	74
4	F_1 Marvarid x L-20-08	7	11	35	53	66	75
5	F_1 L-20-06 x L-20-08	7	11	34	52	65	74
6	F_1 L-19-11 x L-20-08	7	11	34	52	65	74

Another important indicator characterizing the prospects and suitability of a variety, a hybrid is its leafiness, i.e. the number of leaves on the plant (table 2).

Table 2. The number of leaves in the cocktail-type tomato cultivars in the spring turnover, (2018-2020).

№	Сортообразцы	Number of leaves per day; pieces		
		90th	120th	150th
St	Cherry Marwarid	18	31	39
1	F_1 L-19-11 x Marvarid	21	37	48
2	F_1 L-20-06 x Marvarid	23	39	49
3	F_1 L-20-08 x Marvarid	22	40	48
4	F_1 Marvarid x L-20-08	21	39	42
5	F_1 L-20-06 x L-20-08	20	38	42
6	F_1 L-19-11 x L-20-08	21	36	41

It should be noted that the presence of a larger number of leaves in tomato cultivars is a positive trait in breeding; it has been proven that a large number of plant leaves improves carbon nutrition and photosynthesis. In the end, it contributes to an enhanced flowering process, fruit formation, increases productivity and quality product yield.

In our experiments, tomato plants at the end of the growing season reached a height of over 3 meters, thus forming a huge leaf apparatus.

One of the important indicators of the prospects of any variety of tomato is its productivity and quality (Fig. 1).

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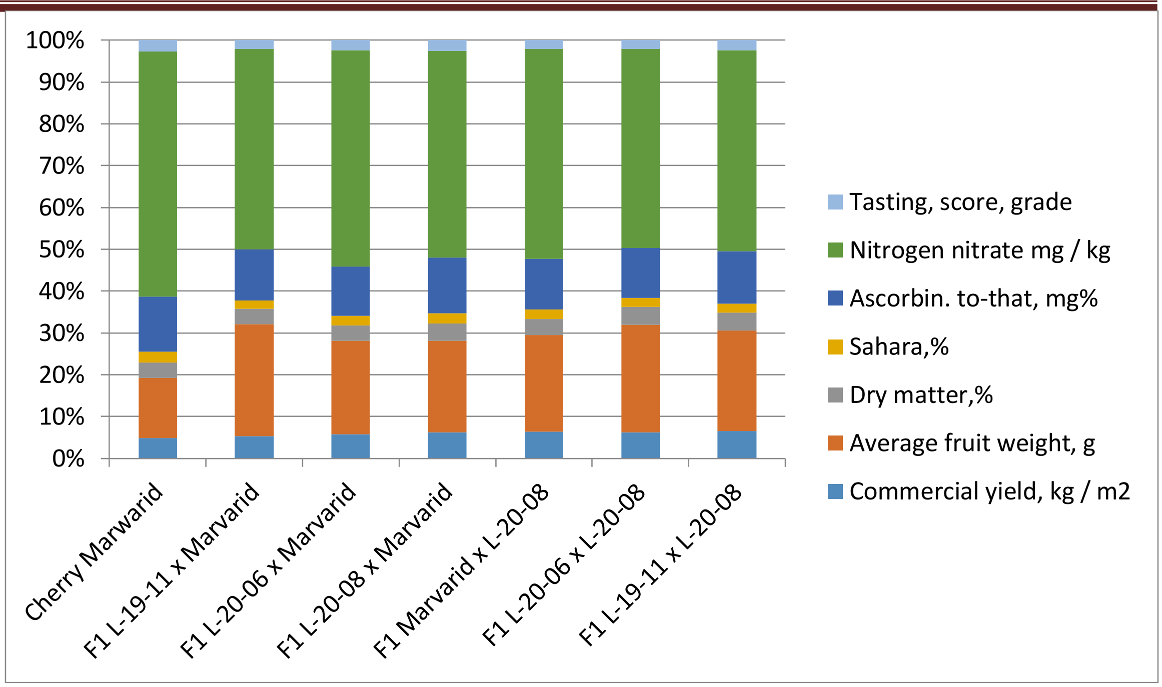

Figure: 1 Yield and its quality in cocktail-type tomato varieties in the spring turnover (2018-2020).

You can see from Diagram 1 by yield, by the output of marketable products, the following varieties were distinguished: Marvarid x F_1 L-20-08 -12.5 kg / m2, F_1 L-19-11 x L-20-08-12.0 kg / m2, F_1 L-20-06 x L-20-08-11.7 kg / m2, F_1 L-20-06 x Marvarid -11.2 kg / m2, the lowest yield was observed in F_1 L-19-11 x Marvarid -10.5 kg / m2, for the Cherry standard Marvarid -9.1 kg / m2. Since all the studied varieties belong to the group of medium-fruited, the average fruit weight in all the studied varieties ranged from 38-53 g, while the marketable output of all the studied samples was 98%. The smallest average difference was NSR05 - 1.6

And, according to the biochemical composition, the content of total sugar, ascorbic acid, as well as the accumulation of nitrate nitrogen, the Cherry standard Marvarid was released, respectively 4.9%, 24.8 mg% and 110 mg / kg and did not exceed the MPC (150 mg / kg per 1 kg of fresh tomato fruit [5].

In cocktail-type varieties, the dry matter content was at the level of 7.2-7.9%, sugars from 3.9-4.5%, ascorbic acid 22.6-24 mg%, nitrate nitrogen from 88.0-100 mg / kg of fresh tomato fruits.

The tasting score for all studied varieties ranged from 4.0-5.0 points.

As it was already noted above, the perceptiveness of any tomato cultivar is determined by its resistance to diseases (Fig. 2).

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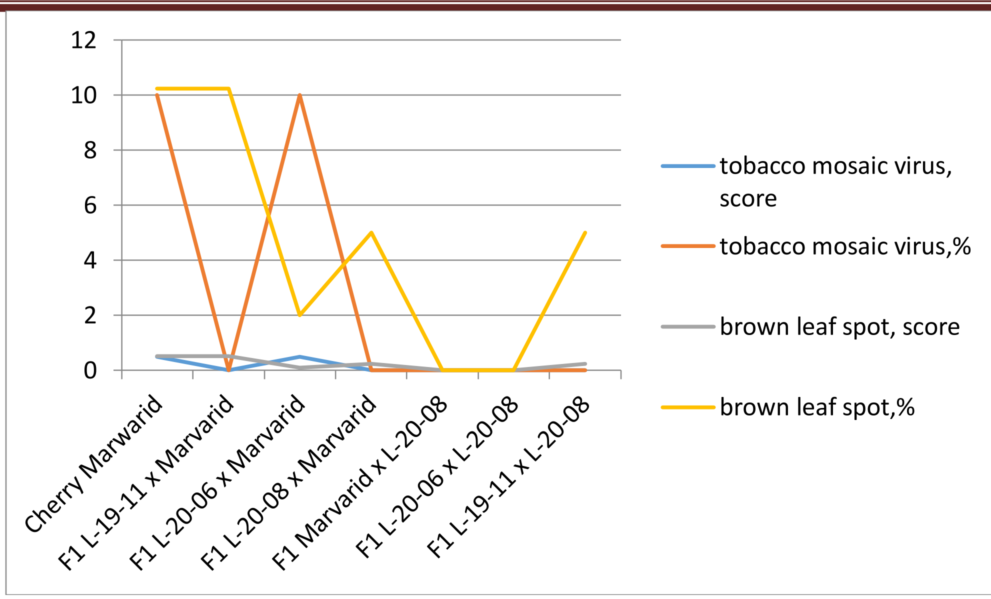

Figure: 2. Assessment of tomato cultivars for disease resistance (2018-2020).

As can be seen from diagram 1, the most resistant to TMV (tobacco mosaic virus) and brown leaf spot were F1 Marvarid x L-20-08 and F1 L-20-06 x L-20-08-100%, the rest of the samples were affected by tobacco viruses mosaic and brown leaf spot by 2-10.25%.

Analyzing the data obtained, it can be noted that the new medium-fruited hybrid combinations belonging to the cocktail group tested in the hybrid nursery turned out to be very promising in all parameters (yield, taste, biochemical composition of fruits, in appearance, resistance to diseases), which is confirmed by production tests conducted in the farm "E. Muhammad" Tashkent region on an area of 0.1 hectares.

Our experiments were carried out in 3 replicates, the area of the accounting plot was 50 m2, the planting scheme was 80x40 cm, and it was formed into one stem (Table 4.).

Table 4. The results of the production test in the farm "E. Muhammad" Tashkent region. (2019-2020).

№	Indicators	St cherry Marwarid	F1 Marwarid x L-20-08	F1 L-19-11 x L-20-08	F1 L-20-06 x L-20-08
1	Main stem height, cm (120th day)	215	228	235	236
2	Marketable yield kg / m2	9,8	11,8	12,5	12,8
3	% to St	100	120	128	131
4	Average fruit weight, g	24	45	49	55
5	Fruit shape index	County.	County.	Oval.	Elongation
6	Fruit color	Red	Red	Chocolate	Orange
7	Dry matter,%	6,5	6,5	7,6	7,5
8	Total sugar,%	3,4	3,0	3,6	3,5
9	Ascorbic acid, mg%	22,4	23,1	22,8	23,0
10	Nitrate nitrogen, mg / kg	90	100	98	105
11	Damage rate, TMV%	0	0	0	0
12	Brown leaf spot, points	0	0	0	0
13	Transportability, points	6,0	7,0	7,0	7,0
14	Tasting assessment, points	4,8	4,0	4,0	4,5

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Conclusion

As a result of the study, for the first time in Uzbekistan in the field of protected ground, a series of varieties and hybrids of cocktail-type tomatoes with a weight of 40-60 g with different colors of fruits: red, yellow, orange, pink, brown (chocolate) and striped, as well as the shape of the fruit will be created - round, elongated, pear-shaped, plum-shaped, finger-shaped with high taste and marketability.

Production and environmental tests of promising cocktail-types tomatoes of 3 samples: F_1 Marvarid x L-20-08, F_1 L-19-11 x L-20-08, F_1 L-20-06 x L-20-08 in comparison with The standard cherry Marvarid turned out to be very promising in all parameters (yield, taste, biochemical composition of fruits, in appearance, disease resistance), which is confirmed by production tests carried out in the farm "E. Muhammad" in Tashkent region.

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Content and Significance of the Concept of Drugs

Author(s): MUKHIDDIN TURSUNMURATOV

Abstract:

This article reveals the content and essence of the concept of drug addiction, which is a negative scourge in today's globalization and modernization. Its main focus is on the restoration of the original meaning of the words "drug addiction", "drug trafficking", "addiction", its etymology, genesis, "as a social threat" as a phenomenon contrary to human life. The problem is also studied on the basis of a retrospective history, world religions, ancient Greek scholars, and the work done in recent times on the basis of a comprehensive, systematic analysis. Along with theoretical views, scientific-analytical, scientific-practical, pragmatic conclusions are given.

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INTRODUCTION

From the epiphenomenon of various “moral interventions” in the second half of the twentieth century, drug addiction became a constant practice of modern civilization, and by the end of the twentieth century, the drug trade (hereinafter referred to as NON) had become a real threat to all mankind. The global nature of the new form of social risk allows us to emphasize that international institutions and most countries do not have an effective mechanism for drug prevention in their anti-drug policies. In the paradigm of drug prevention research, the necessary approach to studying the formation and growing process of human addiction has not yet been developed and applied, there is no socio-philosophical analysis of the impact of postindustrial civilization codes on human intoxication [1].

As a result, a “dangerous society” cannot control its social space, and in a globalizing world, drug addiction has become the biographical image of many resolving “systemic conflicts” [2].

In our view, the revision of the conceptual framework for the study of a new form of global social risk should begin with the restoration of the original meaning of the words “drug addiction”, “drug trafficking”, and “addiction”. Unfortunately, in UN documents and anti-drug laws of many countries, as well as in the scientific literature, they are considered only as distinguishing marks that correspond to differentiated concepts. In other words, to understand the essence of these words, we need to fully understand what is called “external linguistics” by linguist Ferdinand de Saussure. This allows us not only to show the existing physiological, psychological, phenomenological, logical, dialectical, ontological spheres, but also to reveal all possible and understandable meanings of these words, which serve as symbols for different peoples in different periods of history. Ultimately, this allows us to lay the groundwork for a new paradigm for research on drug prevention. The etymology of the words studied is an ancient Greek term for elements whose meanings are almost identical and is the final generalization of the principle of application of ancient Greece to natural elements.

Understanding the attitude of ancient Greece, its weakness in the face of the outside world, allows Plato to use the term “narcissus” now not only in the pure sense of the word, but also as a symbol. Let's look at this in the example of the Menon dialogue, where one of Socrates' interlocutors describes the philosopher's magical influence on him as follows: "And now it seemed to me that you did the same to me - I was embarrassed. In fact, my heart aches and my tongue is pulled out - I don't know how to answer you" [3].

And the word “Narke” does not call for the abstraction of reality expressed by Plato as “anesthesia”, “insomnia”, “convulsions”, but refers to stereotypes of the ancient Greek behavior (dullness, flight, defensive aggression) attached to the gods.

Plato’s dialogues are rich in phrases that express a state of fear, horror, and it is difficult to analyze the number of shadows of fear. What is feared inspires “fear”; and he who dares does not inspire “fear”. And “fear” is inspired by what is expected, not by the past, not by the present. Plato also offers countermeasures to meet the security needs of ancient Greece. He appeals to them: to drink plenty of wine on holidays even after 40 years; general dances and songs; the tendency of birds to fight [4].

In the process of language development, the etymology of the ancient Greek word “narke” begins to participate in the word formation of other words using various morphemes. In modern Greek (formed around the 2nd-5th centuries BC) the derivatives of the word’s “drugs” appeared [5].

They identify objects and events in the outside world that evoke a sense of insecurity and fear in the population of the Byzantine Empire. In modern Greek, there is also the compound word “addiction,” formed by the direct addition of the words “narco” and “mania” using the “o” interface. At the same time, the word “mania” is a supporting component in the complex word “addiction,” and the preceding component, “nar,” serves as a determinant of the etymology.

The false term “mania” in Plato has two planned semantics and means “anger”, “madness”. This has a positive meaning only in the Feast and the Phaedra, i.e., only the concept of ideal beauty or ideological art is given in the dialogues. Divine madness, according to Plato, is pure for humans Apollo, Dionysus, Muses, Aphrodite in Heaven and her son Eros [6].

In all other dialogues, the term “mania” has a clear negative connotation, indicating a patient’s condition that requires mandatory treatment. According to Plato, insanity is a manifestation of mental illness and is defined by him as physical and mental illness, savage immorality, anger, rage, evil deeds of soul and body, or even simply stupidity [7].

Therefore, the philosopher believes that a person’s behavior is insane if it is characterized by unfounded passions and lusts such as thirst for wealth, gambling, laughter, flirtatious dances, jealousy, excessive intoxication, nonsense [8].

Intuitive pleasures are depicted in dialogues in the form of mythological beasts - Kimera, Skilla and Kerber. Plato the Great not only characterizes the sick soul, but also analyzes the mechanism of the onset of the disease. The chariot of the human soul becomes it in two cases: the chariot driver's inability to cope with the "death part of the soul"; the ruthlessness of the chariot itself. Given that the spirit of Plato does not have serious materiality, but has an absolute and semantic content, we have every reason to say that the philosopher spoke of a “true homeland of the human soul” that is not in the ideal world.

Knowing the mechanism of formation of the complex name "addiction", a sufficient understanding of the subject of its causal basis, allows us to emphasize that when the word "addiction" appeared, it means that a person is an idolater in front of the outside world. However, from spoken Greek, the term was gradually replaced by the ancient Greek word for “idolatry,” and it was later forgotten for hundreds of years. A similar fate is associated with the term “drugs”.

Linguistic-etymological, historical-semiological and comparative analysis of the concepts of "drug addiction" and "drug addiction" allows us to draw the following conclusions:

1. In modern Greek, the compound word "addiction" appeared much later than the name "addiction";

2. The need to know and understand it was connected with the social phenomenon in the Byzantine language - the desire to express idolatry by new linguistic means;

3. In modern Greek, the lexemes “drug” and “narcotics” became synonyms from the ancient Greek words meaning “idolat”, “idolater”;

4. In the Old Testament, the first pagans were called Jews, who after the liberation from Egyptian captivity in the eighteenth century BC again began to worship idols of profit and wealth. They offered sacrifices to the golden calf and said, "Behold, your God Israel, who brought you out of Egypt!" (From the Bible).

5. The Bible considers it idolatry to rule over the human body. His enslavement to the boiling world, listening to his evil deeds. And the mysterious words of the Apostle John “about the light shining in the darkness,” “the whole world lies in evil,” is not a mere religious form, but a serious and bitter truth that evil is inherent in the world and human nature. In Christian theology, pride, greed, adultery (lust), envy, anger, and indifference (negligence) all point to the seven deadly sins of man. In Orthodoxy, the sins that a sinner is punished during severe trials include: lying, slander, greed, laziness, theft, lying, jealousy, pride, bad memory, anger, murder, abomination, adultery, adultery. Heresy is not a mercy, but a sin committed through this word [9].

What is commanded to be good in Islamic teaching is good, and what is commanded to be bad is bad. The precepts of our religion forbid man from all things that cause harm to his religion, soul, mind, lineage, and health, and, in general, his life, from those things, declaring them not only to return, but to be unclean. One of these is drugs. After all, addiction is the enemy of the future of mankind. Allah says in Surat al-A'raf 157: "... He enjoins what is right and forbids what is wrong, and makes lawful what is good and forbids what is impure".

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It is said in a hadith: "Everything that intoxicates is haram." Another hadith says, "Whoever kills himself with poison will suffer the fire of Hell on the Day of Resurrection".

To the question of some people, "Are the names of drugs not mentioned in the verses and hadiths?", This is one of the miracles of the Prophet (peace and blessings of Allah be upon him). In one word, he said, "Any intoxicant or detoxifier is unclean." It is known that no matter what the drugs are called, they have the quality of intoxication and relaxation of the body.

God commands people not to commit suicide and not to shed the blood of others unjustly. The drug, on the other hand, would be suicidal by consuming substances that would eventually lead to death. It is narrated in a hadith: "Whoever kills himself with something, he will be tormented in Hell on the Day of Resurrection." It was narrated on the authority of al-Bukhari that the Messenger of Allah (peace and blessings of Allah be upon him) said: “Allah says (interpretation of the meaning)” [10]. While the cost of drugs causes economic damage to both the individual and society, it is also a waste. Consumption of these substances leads to a waste of wealth and wealth.

Waste, on the other hand, is forbidden by the Qur'an and hadiths, and it leads to humiliation.

The following can be said about the damage to health. Modern scientific advances prove the dangers of drugs. These include the gradual development of serious diseases and irreversible serious diseases of the internal organs. The drug adversely affects the activity of the human stomach, liver, lungs. It also leads to human nervousness and thus the loss of the ability to see, hear, smell, think, feel hot and cold, hard and soft, sweet and savory.

The harm they do to society is so great that the addict loses interest, importance, and concern for himself or herself, then for his or her family, profession, or education. It is especially sad that young people, who are the main force of progress in production, are the first victims of drug addiction.

Addiction leads to a breakdown in the relationship between the individual and society. In fact, we often see it in our lives today. It is a fact of life that drug addicts are separated from their relatives, children, and spouses, and often have children with disabilities. When a drug is unclean, both its sale and its commercial benefits are considered unclean.

In a hadith, the Prophet (peace and blessings of Allah be upon him) said, “Lord! When I grow old, you will increase my sustenance”. It is not difficult to understand from the content of this hadith that it is very important for a person to eat the grief of old age from a young age, to protect himself from alcoholism and drug addiction, and to avoid being humiliated in old age.

In the early twentieth century, the terms “drugs” and “addiction” returned to European languages. This, in our opinion, is explained by the following cases: from the second half of the XIX century, anesthesia began to be widely used in medicine; At the end of the 19th century, the founder of psychoanalysis, S. Freud discovered a physical and mental attachment to cocaine; at present, within the framework of nation-states, medical and epidemic forms of opiumism, cocaineism, morphinism are being formed, the social space of which is constantly globalizing; and finally, the desire of society is not only to know the true mechanism of the emergence and development of addiction to intoxicants, but also to resist it effectively.

To this end, in 1909, the international community adopted a multilateral agreement on the control of opium, cocaine, cannabis and others. At an international conference on opium in 1912, under pressure from the medical community, they were called drugs. The conference also approved a list of the first drugs in human history.

Given that the symptoms of drug addiction, such as mania, opioids, narcotics, heroin, are the same, the World Health Organization (founded in 1948) has identified all forms of disease caused by non-medical use of substances included in the list of drugs included in the general concept of "addiction". A patient who is addicted to drugs is distinguished from a healthy person by the presence of inactivity, mental and physical dependence syndromes [11].

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In the early second half of the twentieth century, the continual disintegration of the emotional socio-cultural system led to a type of personality whose behavior in the United States and Western Europe was determined by a sensitive passive cultural mentality. His motto: "Life is short", "Enjoy the day", "Wine, women, song", "Eat, drink, be happy". In a youthful environment, this hippie movement was particularly evident with the emergence and spread of a cultural type of addiction. In other words, addiction becomes a social phenomenon with its own qualitative and quantitative characteristics. These include, first of all, the state and level of addiction in society, the composition and dynamics of addiction, types of addiction. To distinguish “addiction” as a social phenomenon from “addiction” as a disease, the cultural type of addiction is referred to in the scientific literature as the concept of “addiction” [12].

The word “addiction” is derived from the word “addicts”, in direct motivational relationships, given that the term “addiction” refers to a class of substances included in the list of drugs, we use the word “addiction” to refer to a disease or a social phenomenon caused by not using certain drugs for medical purposes We have every reason to say. This conclusion allows us to prove that the derivative words are hashishism, opiumism, cocainism, morphism, addiction, and so on. Naturally, it belongs to the same word-formation type and has the same word-formation meaning. In other words, they represent a property called hashish, opium, cocaine, drugs, based on lexemes. But what is important to us in both cases is that the concept of addiction refers to the modern form of idolatry of the individual in the category of “existence” or “individualized society” in the sense of “something of its own” in world European languages.

The essence of "addiction" can be defined as "things within" through the syndrome of disintegration of human and social nature, which is characterized by their physical (physical) and spiritual structures, the integrity and dialectical unity of the biosocial system. Its common features are manifested in the avoidance of "positive freedom", economic determinism, technicalism, the institutionalization of science as an "ideology", the expansion of the market in solving all the problems of man, society and nature [13].

Protecting human life and health is one of the social responsibilities. From the first years of independence, the First President of the Republic of Uzbekistan paid special attention to such negative evils as "drug addiction". In this regard, I.A. Karimov said: "... the fight against drug trafficking and trafficking should become the main direction and content of cooperation between our countries" [14].

According to the analysis of the media, it can be observed that in recent years the geographical breadth of drug use and the proportion of social events related to drug addiction have been increasing.

At the same time, it should be noted that drug addiction is a serious criminogenic phenomenon that contributes to the complication of the ideological and social situation in some regions of the country. In order to eradicate such a negative vice from the life of our society, it is necessary to address a wide range of complex issues, including large-scale socio-political, administrative, medical and other problems. In particular, it is necessary to legally develop the consciousness of our people and to carry out effective propaganda work on a regular basis, if necessary. This, in turn, is a requirement of the times.

Everyone knows the evils of addiction. Everyone is aware that a person who consumes cannabis, opium, marijuana, heroin, opium, or any other type of drug can suffer from chronic pain. Almost every day there are a series of broadcasts and programs, newspapers and articles about the consequences of drug addiction in the media, on the radio and in the mirror-world. But the fight against and prevention of drug addiction, which is dangerous both for society and for human health and the future, is not easy [15].

Drug addiction is one of the negative vices that worries humanity the most today. Complications of the totalitarian regime and a number of objective difficulties in the transition period have led to an increase in drug addiction in our country in recent years, especially heroin.

At the current stage of development of society, the natural consequence of the transition to a market economy is rising unemployment, many leisure activities, temporary disruptions in cultural and educational facilities, sports stadiums, and the complete closure or commercialization of some of the population [16], especially among young people, is leading to an increase in the use of drugs, leisure time, various domestic and moral disorders, "good living" at the expense of crime, watching videos that promote violence [17].

In this regard, it should be noted that the first stage of scientific knowledge in philosophy is to determine the concept, the essence of the problem under study. This is the axiomatic rule of social cognition [18].

Determining the meaning of terms is of particular importance not only in conducting empirical research, but also in conducting practical activities [19]. One such area is the fight against drug addiction. To achieve these goals, it is necessary to find terms that have a clear meaning, identify the properties of drugs and psychotropic substances that are the subject of the crime, and group them. This serves as a basis for identifying and classifying the description of socially dangerous behavior, identifying the spiritual and educational factors that prevent it.

Article 3 of the Law of the Republic of Uzbekistan "On Narcotic Drugs and Psychotropic Substances" adopted on August 19, 1999, describes the essence of the following basic concepts of narcotic drugs and psychotropic substances.

Narcotic drugs - drugs or plants of synthetic or natural origin, containing narcotic substances, included in the list of narcotic drugs and controlled in the Republic of Uzbekistan;

Psychotropic substances - substances of synthetic or natural origin included in the list of psychotropic substances and controlled in the Republic of Uzbekistan;

Substances used in the manufacture of narcotic drugs and psychotropic substances included in the list of *precursors* and controlled in the Republic of Uzbekistan;

Analogs of narcotic drugs and psychotropic substances - substances of synthetic or natural origin, similar in composition and properties to narcotic drugs and psychotropic substances, which, like them, have an active effect on the psyche;

A drug is a mixture of substances in any physical state containing one or more narcotic drugs or psychotropic substances;

Circulation of narcotic drugs, psychotropic substances and precursors - import (export), transfer, storage, issuance, sale, distribution, receipt, transportation, shipment, development, production, preparation of narcotic drugs, psychotropic substances and precursors their use and destruction, as well as the cultivation of plants containing narcotic substances;

Addiction (drug addiction) - a disease associated with mental and physical dependence on drugs;

Addiction (toxicomania) is a disease associated with psycho-physical dependence on psychotropic substances, as well as substances that have no medicinal properties, are of synthetic or natural origin, and have an active effect on the psyche, similar to drugs.

In our opinion, if this law of the Republic of Uzbekistan is supplemented with the following additions, it would be expedient to give more space to the spiritual and educational factors in the fight against the use of drugs, psychotropic substances, precursors and other drugs by young people.

Article 3 of the law, entitled “Basic Concepts”, shows that some terms, in particular “addiction”, are clearly defined, while other terms require a more precise definition. In our opinion, it is expedient to include in the legal definition of a drug its medical criteria as well. (We will discuss this issue later, and finally we are now faced with the task of analyzing, determining, the interaction of different concepts).

Determining the content and interdependence of the concepts of "addiction", "drug addiction" and "narcotism" is theoretically important and unique. Such definitions are important not only from a

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terminological point of view, but also because of the understanding of the nature of such negative phenomena and the connection of legal regulation with the act, "drug", "mood of addiction", "juvenile addiction", "addiction" “crime” and a number of other criteria.

In our opinion, the study of this problem should consider that the terms "drug addiction", "drug addict" used in medicine (mostly narcology), are equally important not only for medical professionals, but also for philosophers, lawyers, sociologists, educators, politicians.

In addition, these terms are also related to legal legislation, which cannot be used unreasonably from a medical point of view. Therefore, understanding a drug-related behavior that is dangerous to society only from a medical point of view leads to further errors. We believe that it is important to study this issue from a socio-philosophical, spiritual-enlightenment, psychological point of view.

For this reason, it is also important to define the meaning of the term “drug” because its consumption leads to drug addiction.

It is known that in nature and medicine there are a large number of different substances that have a strong effect on the whole organism, brain, nervous system, psyche. Such substances, which are natural or artificial in origin, have the property of having an active effect on a person's psyche when combined with herbal preparations, psychoactive substances or other substances that poison the brain.

So far, scientists and practitioners have been studying drugs that have a high social risk among the substances that actively affect the psyche of an individual, that is, drugs that cause widespread harm to society and those who consume and distribute it.

The official legal criterion is that certain drugs are specified in international law or domestic laws of the state, which have a normative character, in official lists. Without the above criteria, this or that drug cannot be considered a drug. The substantive criterion is the inclusion of a substance in the list of drugs, while the formal-legal criterion serves as a target for law enforcement agencies in the field under study.

A number of authors believe that the term “narcotics” is synonymous with the term “narcotics” and therefore there was no need to replace the term “narcotics” with the term “narcotics” in the law. Without denying the "similarity" of these terms, we believe that this change is absolutely correct, since the concept of "substance" does not apply to substances that are considered drugs, nor to the lists in international conventions, because not only substances, but also liquids, plants or plants. parts and drugs can also be the subject of addiction. The name of the Law of the Republic of Uzbekistan "On Narcotic Drugs and Psychotropic Substances" of 1999 also correctly states "drugs".

The term "means" describes the state of things in a relatively clear and complete way. It is therefore very reasonable to include this term in the language of law. Therefore, when talking about the subject of the crimes provided for in Articles 270-276 of the Criminal Code of the Republic of Uzbekistan, it is more appropriate to use the term "drug".

In the literature on criminology, psychology, pedagogy (including articles in the media), the terms "drug", "sedative", "opium" and others can be used in relation to drugs.

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CONCLUSION

In general, the following conclusions can be drawn from this article:

- given the global nature of the new form of social risk, the lack of an effective mechanism for drug prevention in the anti-drug policy of international institutions and most countries, Gavrikova Anastasia Vladimirovna, Kireeva Irina Leonidovna, Toropygovna Aleksanra Vyacheslavovna and others are still working on this issue. It should be noted that serious research is needed in our country;

- addiction, as a negative phenomenon, requires the elucidation of the phenomenal aspects of this concept. This, in turn, is a requirement of the time for a theoretical study of the meaning and interdependence of the concepts of "addiction", "drug addiction" and "narcotism", in particular, the study of its origin, definition, etymology from a socio-philosophical and political point of view. It is important to determine the essence. "First determine the meaning of the word," advised R. Descartes, "then you will save people from half of the mistakes they make" [20];

- the fact that the problem is covered on the basis of historical principles has helped to understand the essence of its content, the research of ancient Greek scholars, as well as the analysis of a number of scientific literatures on the subject.

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Using Mnemonics in Teaching German Vocabulary

Author(s): KHASANOVA OZODAKHON KURVONALI KIZI

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Abstract:

Any language that is not a mother language is a foreign language for a person. In today's fast-paced and mobile world, there should be no foreign language for people. Knowledge of any foreign language other than the mother tongue is especially important in professional activities. It also affects a person's personal life. Knowledge of foreign languages is necessary in travel, as well as in private life. Learning a foreign language provides an opportunity to get acquainted with other cultures, mentalities, customs and traditions. This makes a person more open, flexible, and curious.

Keywords: mnemonics, vocabulary, foreign language, learning, teaching, German language, to memorize, active vocabulary, passive vocabulary, potential vocabulary, coding, remembering,

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Introduction

People take the first step towards consciously learning a foreign language mainly in primary school. Conscious learning of foreign languages requires a lot of time, effort, patience, regularity and systematization. At the same time, how to learn a foreign language easily and interestingly, what techniques will help in this, of course, is of interest to all foreign language teachers and language learners.

There are several goals in foreign language teaching, which are to develop listening comprehension, reading comprehension, speaking and writing skills. It is also important to have phonetics, vocabulary, grammar and spelling skills. Among them, the formation of teaching and learning techniques and skills is also important and requires special attention. Today, a foreign language teacher has the problem of directing students, language learners in general, to work independently, and in many cases it is ignored.

Vocabulary is a part of language learning. Mastering it is a necessary condition for foreign language communication. This is where many language learners face a problem. Below we will talk about ways to solve this problem using mnemonics, learning and teaching.

Vocabulary is defined in DUDEN as follows: die Gesamtheit der Wörter einer Sprache. That is, the set of words in a language is the vocabulary.

Vocabulary is important in the study of any foreign language and it is one of the foundations of the language learning process. Today, in our educational institutions, very few effective forms of increasing vocabulary are used in the process of language teaching. This is why language learners face great challenges in increasing their new vocabulary. Most words are simply memorized from a given list or memorized by the teacher. Even today, there are dictionaries of language learners, which usually consist of two columns. The first column contains the word in the foreign language, and the second column contains the language learner's native language translation. To verify that the word is memorized, the desired column is closed and its translation is said depending on the word in the second column. If no mistake is made in this process, the words are considered memorized. There are also few vocabulary-enhancing exercises in foreign language textbooks, focusing mainly on grammar exercises. To learn new words, a list of words in alphabetical order is given at the end of each chapter. For this reason, it is important for language learners to explore ways to increase vocabulary that are necessary but complex.

The structure of vocabulary

The set of words in a language constitutes the vocabulary of that language. It can be divided into different categories and classified according to it. According to Heyd, vocabulary is divided into two classes:
- an open class of vocabulary (nouns, verbs, adjectives) - representatives of this class are constantly enriched on the basis of development, adaptation to new needs, creation of new meanings and new words.
- a closed class of vocabulary (rhymes, articles, conjunctions, prefixes, etc.) - Representatives of this class have not been updated to date, although updated, their number is limited.

Heyd's next classification is a didactic classification, according to which vocabulary is divided into three classes:
- active vocabulary - this class includes all the words that a language learner can effectively master and use.
- passive (inactive) vocabulary - this class includes words that the language learner has previously learned, understands when reading and listening, but can't use effectively in speaking and writing;
- potential vocabulary - this class includes all words that the language learner does not know, but can understand according to the meaning of the components.

Today, mnemonics, which is an effective way to increase vocabulary in our educational institutions, is almost never used. Mnemonics is a method that makes it easier to remember, a quick way to the information we are looking for in our memory. It is associated with the concept of cognition, which is widespread today, and it can be argued that it is precisely the most effective of cognitive methods. With its help, the language learner will have the ability to memorize new learning material. There are different forms of mnemonics.

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Methods

Most of Memory Psychologists note that there are three types of mnemonics:
1. Topological or logical type - in which the new information studied is associated with familiar objects;
2. Symbolic type - in which the data is memorized using numbers and letters;
3. Linked type - where the data is remembered by converting it into cross-linked words.

Memory techniques have been used in foreign language classes before. According to BIRKENBIHLOVÁ (1996, 43-44), such learning methods are rarely used in schools. Many students learn words by dry memorization, frequent repetition. Lessons usually try to impart grammar knowledge. Today, although action-oriented lessons have been offered by foreign stylists and have already entered foreign language classes, it is impossible to ignore grammar. But along with grammatical knowledge, having vocabulary is also very important. That is why it should be given great importance.

Memory methods involve the proper use of memory, and the elucidation of its functions is also important.

Memory is the ability of the nervous system of a living soul to store received information, which is necessary to organize the acquired information and retrieve it when necessary. In the process of learning, the result of information stored consciously or unconsciously appears in memory.

Memory storage of new data takes place in three stages.

1**. Coding**. This process is the process of storing new data in memory, in which the data is converted into certain codes. Data is stored in memory using a variety of forms, such as visual, acoustic, or semantic.
● visual form - image;
● acoustic form - audible information;
● semantic form - storage of meaning of information.

2. **Notice.** This means that the data is stored in memory for a certain period of time. Forgetting is characteristic for this stage, and a systematic study of the person with the goal is appropriate. That is, the information being studied should be reinforced by personal application, feeling, experimentation, or association with various examples. Otherwise, this information is perceived by our brain as new information again.

3. **Remember** - the third step in which stored information can be used. There are two types:
1. Recognition: knowing the difference between new and familiar information;
2. Recycling: The process of rebuilding what is remembered.

The scientific literature cites several scholars who have dealt with word memorization techniques and strategies: Rampillon (1989), O'Malley / Chamot (1990), Oxford (1990), Wolff (1998). U. According to Rampillon, the process will consist of three phases:

Admission stage:

Vocabulary at the admission stage requires students to process three components: pronunciation, spelling, and meaning. The biggest challenge in learning vocabulary is making sense.

Understanding the meaning of a word in a foreign language can be done by a language learner as follows:
• Using the native language - The advantage of this technique is that all foreign language learners have their own native language and can use it at all levels.
• Using other Foreign Languages - This technique helps language learners who know at least two foreign languages to combine and understand both languages.
• Learning using planned language - When using this technique, language learners learn word formation techniques.
• Using International Foreign Words - A prerequisite for this technique is that language learners find it easier to understand the meaning of words.
• Using context - An unknown word can be understood depending on the text and sentence content.

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Results

In addition, understanding the meaning of a word in a foreign language can be done using a bilingual dictionary. The use of dictionaries should be part of a learning process that requires and encourages language learners to work independently. Language learners should understand the dictionary not only as a means of explaining the meaning of a word, but also as a means of teaching spelling and pronunciation.

Conclusion

Mnemonics, on the other hand, makes the process of learning new words much easier. The basic principle of mnemonics is the transformation of the studied data into bright, resonant words or images, all of which are linked to previously known information. Any information is received by our brain through the senses: hearing, sight, full knowledge. The more sensory organs involved in the learning process, the better the information will be remembered. Along with perception, thinking also plays an important role in the human learning process. Logic and imagination also play an important role in learning.

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Study and analysis of tourist facilities of Jizzakh region

Author(s): AMRIDDINOVA R.S.

Abstract:

This article discusses the issues of tourism facilities and investment potential of Jizzakh region.

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Keywords: Jizzakh region, international investment forum, Bakhmal district, Zaamin district, sanatorium "Zomin",

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On August 29-30, 2018, the International Investment Forum was held in Jizzakh. The purpose of this event, which is held for the first time in the history of the region, was to demonstrate the investment potential of Jizzakh and to organize a national exhibition of manufacturers.

The Jizzakh Investment Forum was attended by about 300 participants from 28 countries, including Belarus, Great Britain, Germany, Greece, UAE, Israel, India, Spain, Latvia, China, Russia, Turkey, Singapore, USA, South Korea and Japan.[3]

At the International Investment Forum in Jizzakh, special attention was paid to increasing the tourism potential of the region.

In particular, the ecotourism potential of Zaamin and Bakhmal districts of Jizzakh region was fully demonstrated. Foreign guests visited local attractions such as Sher spring and Bobo-walnut. Projects prepared by local authorities and the Tourism Development Committee were also presented. The presented projects envisage the development of tourism in the region in three main areas: eco-tourism, agritourism and ethnic tourism.

It was decided to allocate land in Bakhmal and Zaamin districts for the construction of infrastructure needed for the implementation of these projects. For example, 2,000 hectares of land will be allocated for the development of ecotourism. The project envisages the organization of ecological trails in the area, horseback riding, donkey and quad biking, construction of funiculars, a ski resort, a restaurant and information center, a museum and shops selling local handicrafts.

5,000 hectares of land will be allocated for agritourism. Holiday homes, sports complexes, and nurseries for the conservation of rare animal and plant species will be built on the site. Honey farms will also be established. Here, tourists will be able to take part in agricultural activities such as camel rides, watching the kupkari game, picking fruit, and mowing the lawn.[4]

Modern hotels, children's resorts, campsites, balloon flight centers will be built to develop the ethno-tourist area. Tourists visiting this area will have the opportunity to see rural areas, historical and cultural monuments, natural monuments, archeological sites, national traditions. Tourists will also have the opportunity to learn the secrets of national crafts and national cuisine.

Among the tourist facilities of Jizzakh region, the sanatorium "Zomin" is of special importance. The sanatorium is one of the most popular places of rest and treatment in the Republic. The cool and temperate fresh air, the mountain forest covered with pine trees, the richness of medicinal fragrant plants, mountain animals give a special charm to nature.

Sanatorium "Zaamin" is located 50 km from the district center, a climatic resort in Jizzakh region, in the northern foothills of the Turkestan ridge, at an altitude of 2000 m above sea level, in the territory of the reserve among the pine forests. Due to this, the atmospheric pressure in the air is relatively low, the richness of oxygen and ultraviolet light from the sun is precisely adapted to the treatment of patients with diseases of the upper respiratory tract and nervous system.

The sanatorium consists of a modern 7-storey building located on a mountain slope. On the 1st and 2nd floors of the building there is a treatment department, kitchen, reception, administration. The treatment department is equipped with modern diagnostic and treatment equipment and employs 40 qualified nurses and 15 doctors of the highest category. The laboratory-diagnostic room has ultrasound, ECG, dentistry, gynecology rooms.

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[3] https://sputniknews-uz.com/trend/jizzaxdagi_xalqaro_forum/

[4] There.

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Vacationers admitted to the registry will be re-examined by specialists and laboratory-diagnostic examinations, re-diagnosed and treated.

Physiotherapy factors are widely used in treatment. These include high and low frequency currents, paraffin, massage, ultraviolet rays. In addition, 2 indoor baths, saunas, medicinal, pearl baths, various showers, underwater massages, mud treatments, baths with pine needles, spruce iodine-bromine salts are widely used.

Given that the sanatorium is adapted to the treatment of respiratory diseases, the artificial microclimate is treated with fine-grained sodium chloride salt (galotherapy) and extensive use of inhalation apparatus imported from Germany, allowing patients to recover quickly. Infusions made from medicinal plants with medicinal antibiotics are used by spray treatment, ie by the method of inhalation.

There are 2 exercise halls for morning therapeutic gymnastics, and the instructor conducts classes in 5 different groups of patients.

In the kitchen, dietetic meals are ordered by a doctor-nutritionist and a nurse, and diet tables are set. The kitchen is renovated and equipped in a modern look for 500 people.

Figure 1. The territory of the sanatorium "Zomin".

Now the sanatorium "Zomin", which has become the most magnificent resort of the Federation of Trade Unions of Uzbekistan, was built in the late seventies of the last century as a result of the efforts of Sharof Rashidov.

On the way to the sanatorium "Zaamin", you will see another newly built recreation center. The Navoi Mining and Metallurgical Combine built and put into operation this magnificent six-storey resort, which was restored with the direct initiative and encouragement of President Shavkat Mirziyoyev. Among the employees of the plant there are people who have contributed to the science, literature, art, spirituality and enlightenment of the republic, as well as to the national economy. The camp, decorated with a variety of rare trees and wildflowers, such as linden, linden, oak, and pavloniya, is unique in Central Asia.

The territory of the sanatorium "Zomin" can be used for tourism purposes. For this purpose, some work has been partially organized by the administration of the sanatorium.

Figure 2. Ecological objects of the territory of the sanatorium "Zomin".

For example, once a week, a minibus tour is organized in the areas up to the border with Tajikistan, 10 km from the sanatorium. Along the route there is an opportunity to see such beautiful views of the mountains, the millennium arch, the field yard of Sh. Rashidov. Unfortunately, full information about these facilities is not provided and there is no approved travel route passport for this route either. This means that the revenue from this tour service is not shown anywhere.

As a result of the study and analysis of tourist facilities in Jizzakh region, the following recommendations can be made:

- Development of a tourism cluster to develop the ecotourism potential of Zaamin and Bakhmal districts of Jizzakh region;
- Attracting investors to projects developed by local authorities and the Tourism Development Committee;
- granting benefits to foreign investors and legal justification of their activities;
- Wide study of the potential of the sanatorium "Zaamin" and the effective use of existing opportunities;
- Creation of scientifically based routes to ecotourism facilities of Zaamin and Bakhmal districts (technological map, Afar-route passport, calculation, etc.).

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Sarob Ota - New Tourist Routes of Ecotourism-Pilgrimage-Recreation in The Republic of Uzbekistan

Author(s): TUXLIEV I.S. , AMRIDDINOVA R.S.

Abstract:

This article discusses the issues of New Tourist Routes of Ecotourism, Pilgrimage, Recreation in The Republic of Uzbekistan.

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Keywords: New Tourist Routes of Ecotourism, Pilgrimage-Recreation, Recreation in The Republic of Uzbekistan,

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The tourism industry is the most lucrative in the world economy and is growing rapidly. Ecotourism is an actively developing direction in the tourism industry. One of the main reasons for this development is that in the current ecological crisis, mankind pays more and more attention to the ecosystems of nature and seeks to relax in nature.

In such situations, they are given the first recommendations and suggestions on recreation in nature and its various natural-recreational addresses. Second, as a result of measures to prevent planetary ecological crises, the rational use and protection of natural resources, the healing properties of fresh air, the unique impressions of flora and fauna, and international challenges to nature conservation are increasingly challenging humanity. .

Ecotourism is just emerging in the national tourism of Uzbekistan. There are also many problems in the organization and development of ecotourism. The first of these problems is that the development of ecotourism routes to eco-tourism facilities is very slow. Despite the high demand for ecotourism products due to the lack of tourism firms and organizations specializing in ecotourism, the very small number of specialists providing ecotourism services, tourism firms do not dare to work with ecotourism routes.

To alleviate the problems in the development of ecotourism, scientists of the Samarkand Institute of Economics and Service have begun to develop new ecotourism routes and products on the basis of grand projects. The novelty of ecotourism routes is that the developed ecotourism route is a complex route, which includes visits and recreation. This is because the ecotourism routes being developed so far are being developed directly for ecotourism facilities or resources as a result of the inexperience of our tour operators.

As mentioned at the beginning of the topic, the priority of trends in the international ecotourism market is the growing demand for ecotourism and recreation services, which cover a wide range of interesting and diverse topics of any tourist routes.

In order to create complex ecotourism routes based on these requirements, it is necessary to have a thorough knowledge of the ecotourism and recreation destinations of our country and the interesting and attractive tourist resources around these destinations. They are required to write down their tariffs and descriptions. For this purpose, since last year, Professor of "International Tourism and Tourism Service", head of grand projects I.S. Under the leadership of Tukhliev, scientific and practical expeditions are being organized. Such expeditions were organized in the mountains of Zaamin in May, and as a result of the expedition the following new tourist route "Pilgrimage + ecotourism + recreation +" was developed.

New pilgrimage-ecotourism-recreation route to the pine forests and shrines of Zaamin mountains

(Ecotourist + recreation + visitor information sheet)

The Morguzar Range, which stretches from east to west of the Turkestan Range, ends at the Amur Temur Gate at the entrance to Jizzakh from the Samarkand region. Continued are the Forish and Nurata ridges. Currently, the Tashkent road passes through the lower plains of Morguzar Mountain without entering Jizzakh. The right-turn part of the road passes through the territory of Zaamin district of Jizzakh region and leads to the center of the district, and to the right leads to Zaamin National Park and Zaamin State Nature Reserve.

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The unique wealth of Zaamin district in the world is the healing spruce forests in the mountains. Archazors are located in terms of natural-climatic conditions of growth and geographical vertical belts (floors) as follows:

- At an altitude of 1700-2300 meters above sea level - Zarafshan spruce;
- Hemispherical spruce at an altitude of 2300-2500 meters above sea level;
- Turkestan spruce at an altitude of 2500-3300 meters above sea level.

An analysis of many historical literatures reveals that many unexplored historical sites have been listed in the Zaamin district. Zaamin (Ustrushona) is considered to be the homeland of the brave young men of Mazi, who dealt a severe blow to the invincible army of Alexander the Great in the III century BC.

On the way to Zaamin district, the Morguzar Mountains remain on the right. There are many villages around the streams of every mountain and every gorge in these mountains. Some villages are named after historical figures and well-known saints in the Islamic world. The village of Peshawar, which interests us, is also associated with many historical events and the name of Mawlana Muhammad Peshawar. He was born in 1321 and is known among the people as “Khojai Sarob ota” and his grave is still revered by the local people and pilgrims.

Complete historical information about Mawlana Muhammad Pishagori has not been found yet. According to records, he came from distant lands, the air of Morguzar Mountain fascinated him and he lived in the present-day village of Pishagor until the end of his life. The tomb has been turned into a shrine and is guarded by the state. There are records that this saint created many gardens. A famous gardener in horticulture and viticulture, he was a saint. A historical figure known in the Naqshbandi sect. Educated the local population on science and enlightenment, the spring water is healing. Khojai Sarob - historical figure - Mavlono Muhammad Peshagori. The people called him "Khojai Sar-ob" - the master of the water. The shrine is also called "Khojai Sarob ota" shrine.

The name of the village Pishagor is associated with a cave in the mountains called Pishagor, 4 km from the village. Alexander the Great's historian Ruf Kurtsy also noted that the local people fought fierce battles around the cave in the western part of the Periticen-Turkestan mountains. Well-known poet and writer from Zaamin Sattor Karabaev-Aga Burgutli twice organized an expedition to Peshawar and reached up to 200 meters. According to him, this cave, which is the largest in Uzbekistan and is associated with history, is still ignored by cavemen and historians.

Pilgrimage + ecotourism + recreation route to the shrine "Khojai Sarob ota"

According to the service program of the route, they will first get acquainted with the project of the tourist complex "Agro-eco-pilgrimage", the future plan of the farm "Chopon" in the village of Peshagor. During the acquaintance with the project, you can relax in a tastefully built teahouse and order the dishes you want, or visitors, ecotourists can prepare the dishes they want. All the conditions for this have been laid down. There is also a 10-bed village hotel here.

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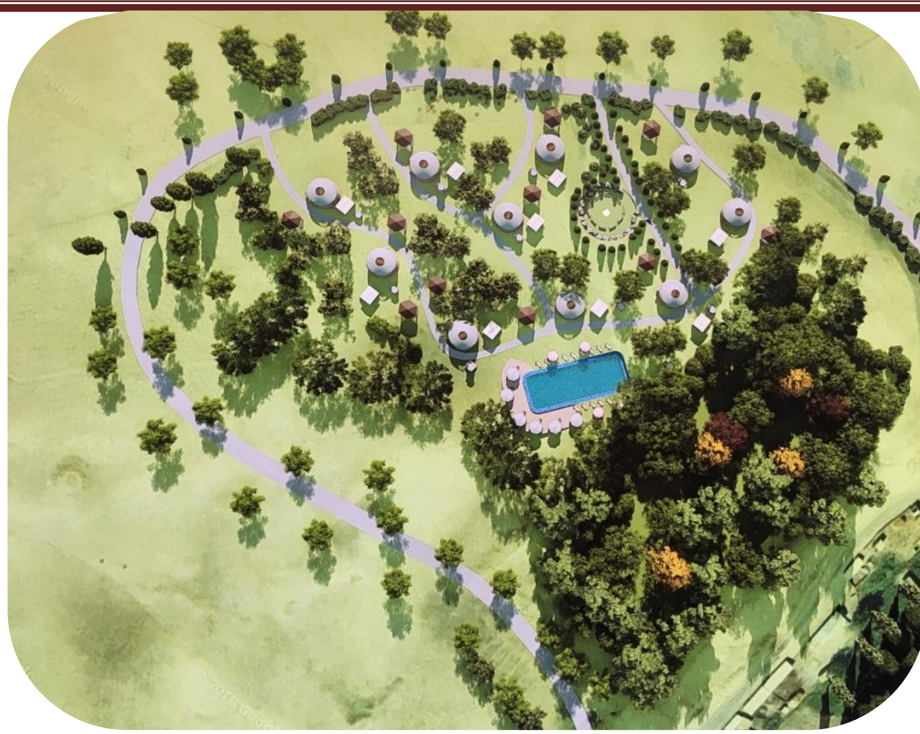

During the acquaintance with the project, the Decrees and Resolutions of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on the development of national tourism in Uzbekistan come to mind.

Do you understand that the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated December 2, 2016 PF-4861 "On measures to ensure the accelerated development of tourism in the Republic of Uzbekistan" created a radical turn in the development of tourism in

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our country?[5]. In the presidential decree:

- "Accelerated development of tourism in the country, more complete and effective use of the huge tourism potential, along with traditional cultural and historical tourism - visiting other potential types of tourism - eco-tourism, rural tourism ... national development of domestic, inbound and outbound tourism. and development and implementation of regional programs.

This decree serves as a key program for the implementation of the issues of equal development of all types of tourism in our country, the regional and regional development of tourism. In this regard, and the fact that the Decree emphasizes the development of ecotourism, it is time to identify serious problems in the rapid development of ecotourism and strengthen scientific and practical research to develop solutions to these problems.

After the meal at the Chopon farm, you will go to the Khojai Sarob ota shrine, 300-400 meters away. The village road ran along the clear spring water flowing from the shrine. The cold clear sky, the healing water canal, the trees in front, the pine-covered mountains in the distance, and finally the fresh air suddenly lift the mood.

The end of May. The taffeta of the sun is also not noticeable here. From the "stressful" atmosphere of the city, you suddenly feel the fresh air, the calm, the presence of a quiet mountain. Along the way, the head of the Chopon farm continues his conversation about the Khojai Sarob ota shrine. At this time, the shrine at the foot of the mountain, covered with blue grass, is also visible. Shortly afterwards, he entered the entrance gate of the shrine "Khojai Sarob ota", which was beautified during the years of independence and given to the pilgrimage of our people.

[5]. Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On measures to ensure the accelerated development of tourism in the Republic of Uzbekistan", December 2, 2016, No. PF-4861. (Collection of Legislation of the Republic of Uzbekistan, 2016, No. 49, Article 558, 2017, No. 1, Article 3).

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As you enter the shrine, a list of sacred shrines in the Jizzakh region will appear in red.

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The fact that the leaders of the shrine have prepared this list for the visitors deserves any praise. This list will attract visitors to other places of pilgrimage in the region. In tourism, this is also called specific information advertising.

During many years of research on these shrines, the late Aga Burgutli, a well-known poet and writer, published his first book, Shrines of Jizzakh Region, in 1,000 copies at Fan Publishing House. This book currently serves as an important source for the development of pilgrimage tourism in Uzbekistan, which contains the addresses, tariffs and descriptions of shrines in the region.

Another source in the introduction provides preliminary information about the shrine "Khojai sarob ota".

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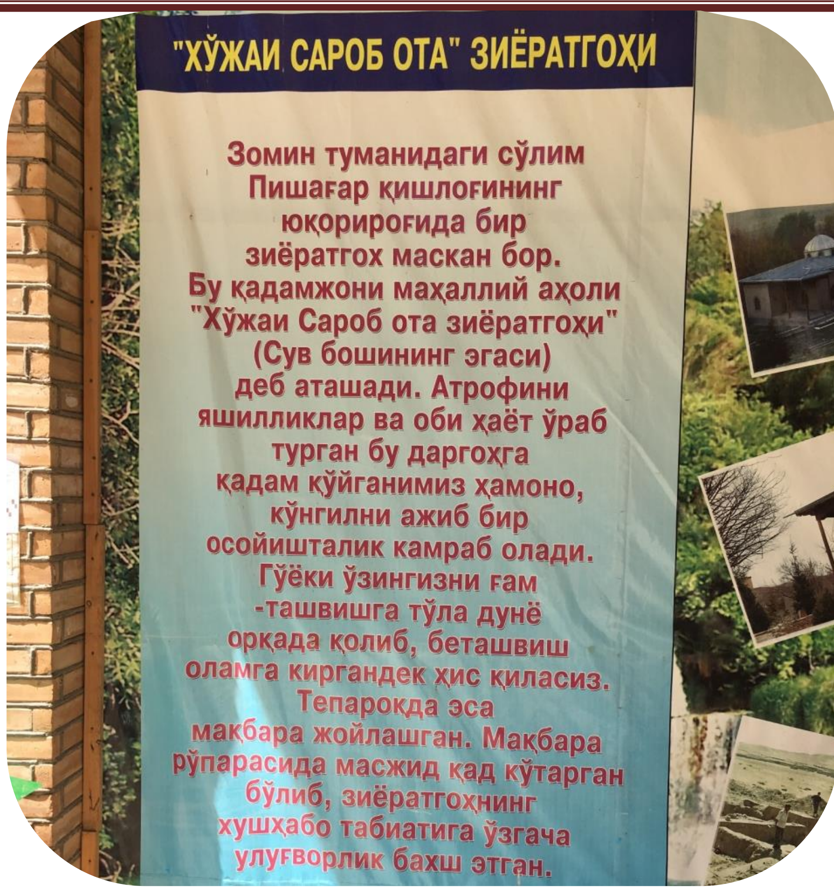

Once you get acquainted with the signboards at the entrance, you will notice that all the people’s equipment is relaxed in the clean and tidy beds.

Willows grow only in fresh air environments. In the cities of Uzbekistan, willows remain in small numbers.

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Family recreation at the shrine

Visiting the tomb of Sarab's father

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The Sarob ota tomb building was rebuilt during the years of independence.

In the courtyard of the shrine there are still unread stone inscriptions

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The way to the Peshagor Cave in the legends, which has not been studied yet

Many archeological finds related to the history of Jizzakh region and Zaamin district are preserved in the shrine. These manuscripts in the museum were said to have not yet been read.

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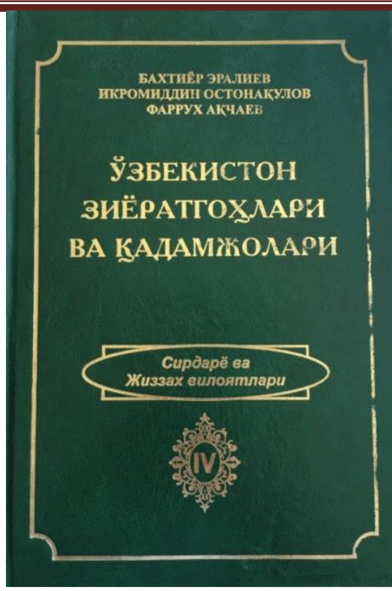

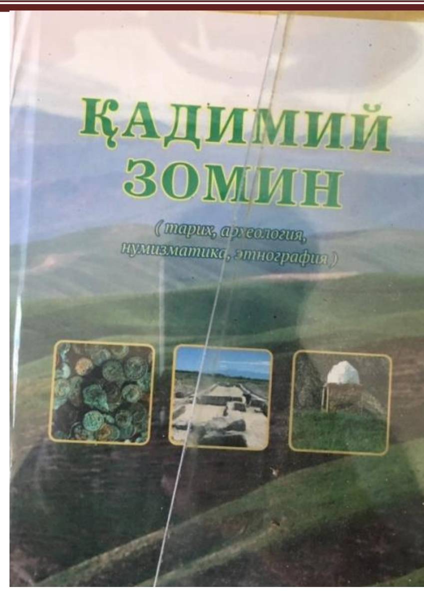

These books, which are kept in the museum for the development of pilgrimage tourism and historical and cultural tourism in Jizzakh region, are new, unique literature.

After the visit of Sarob ota, the routes to the places of creation of eco-corridors and recreation infrastructure were given to ecotourist-recreationalists. To do this, the banks of the canal passing through the center of the village were studied.

Visit to Sarob ota shrine + ecotourism + recreation
technological map of the route

1. Name and theme of the route - a new pilgrimage-ecotourism-recreation route to the pine forests and shrines of the Zaamin Mountains
2. Duration of the route (start and end) - 1 day, may ..may 2019.
3. Type of route - pilgrimage-ecotourism-recreation
4. Route distance (km) -115 km
5. Route traffic:
a) in transport (km) -115 km
b) on foot (km) - 5km
c) in local transport (km) -0
g) in water basins (km) -0 km
6. Number of tourists on the route - 20 tourists and 3 attendants.
7. The theme and written form of excursions on the route are attached.
8. The address of the enterprise which owns the route - Samarkand, Amir Temur St., 9, phone -……..

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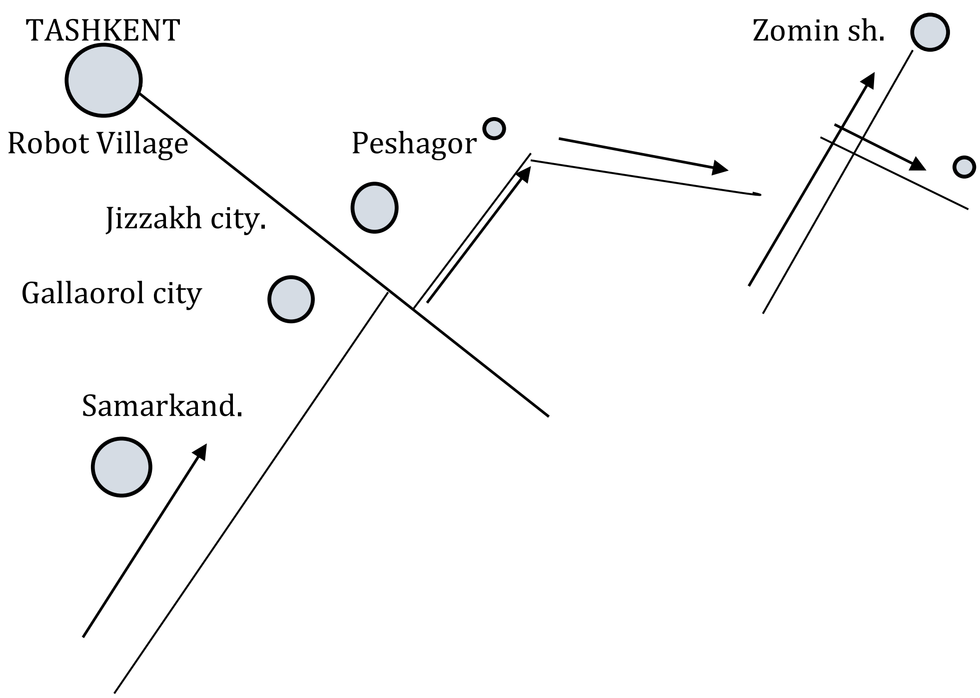
Route passport of the route

Objects	Trassa	км	Транспорт
1. Peshagor village of Zaamin district of Samarkand-Jizzakh region - "Agrotourism complex" rest house of "Chopon" farm	The Great Uzbek tract-Samarkand-Jizzakh-Tashkent road	115	On the bus
2. Visit of Peshagor village-Sarob ota	Local roads	0,5	Pedestrian
3. Excursion to Peshagor cave	Local roads and trails	4	Pedestrian
4. Excursion to Morguzar mountains	Local roads and trails	6+6	Pedestrian
5. Peshagor village - Samarkand	Big Uzbek tract-Tashkent-Samarkand road	115	On the bus

Visit to Sarob ota shrine + ecotourism + recreation
Scheme of the route



1. Samarkand - Gallaorol (60 km) - Jizzakh (90 km) - Robot village (10 km) - Peshagor village (15 km).

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The Social Significance of the Development of Ethnic Tourism in Uzbekistan

Author(s): AMRIDDINOVA R.S.

Abstract:

This article discusses the issues of the Social significance of the development of Ethnic Tourism in The Republic of Uzbekistan.

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Today, the attention to tourism in our country is developing day by day. In particular, the Decree of the President of the Republic of Uzbekistan "On measures to ensure the accelerated development of tourism in the Republic of Uzbekistan" is an important basis for this. The decree reads: "Creating favorable economic and organizational conditions for the rapid development of tourism as a strategic sector of the economy, more complete and effective use of the huge tourism potential of the regions, radical improvement of tourism management, creation of national tourism products and their promotion in world markets. Forming a positive image of Uzbekistan in the field of ... "[6] A number of measures have been developed for this purpose. In paragraph 1 of the decree "Accelerated development of tourism in the country, more complete and effective use of the huge tourism potential, along with traditional cultural and historical tourism, visit other potential types of tourism - ecological, educational, ethnographic, gastronomic, sports, health, rural, industrial, business tourism and the rapid development of other species... "was emphasized. [7]

Currently, the interest in ethnic tourism in the world is growing. Along with the development of tourism in the country, it helps to preserve the unique customs and traditions of the regions of the country.

Ethnic tourism is a type of cultural tourism in which a tourist gets acquainted with the life, cultural characteristics and lifestyle of an ethnic group belonging to a particular nation during a visit to the country.

This type of tourism is especially well developed in multi-ethnic and multi-ethnic countries. In particular, Uzbekistan is known around the world as a country with huge ethno-cultural and cultural-historical potential. There are many unique and invaluable reserves of ethnic resources for the development of ethnic tourism. Because more than 130 different nationalities live in Uzbekistan. Each of these nations has its own way of life, customs, culture and language.

Tourism, as a leading sector of the world economy, plays a significant role in the socio-economic development of countries. Undoubtedly, one of the fastest growing sectors of the world economy is tourism. Today, tourism accounts for 9.8% of world GDP, 7% of exports of goods and services, 30% of total services and 9.5% of total employment. Every eleventh new job in the world is created within the tourism industry. Uzbekistan is a country with significant potential for tourism development. This is also due to the presence of many unique natural objects (lakes, mountain peaks), rich cultural and historical heritage. The number of foreigners visiting the Republic of Uzbekistan is growing every year. For the last 15 years, the number of visits of foreign citizens to Uzbekistan has increased 15.5 times, or from 442.1 thousand in 2002 to 2847.9 thousand in 2017. Visits of citizens of Uzbekistan abroad in 2017 amounted to 5182.5 thousand people, which is 6.5 times more than in 2002.

The distribution of visitors to the Republic of Uzbekistan based on tourist destinations (2017) is as follows:

[6], [2] Decree of the President of the Republic of Uzbekistan "On measures to ensure the accelerated development of tourism in the Republic of Uzbekistan." December 2, 2016, No. PF-4861.

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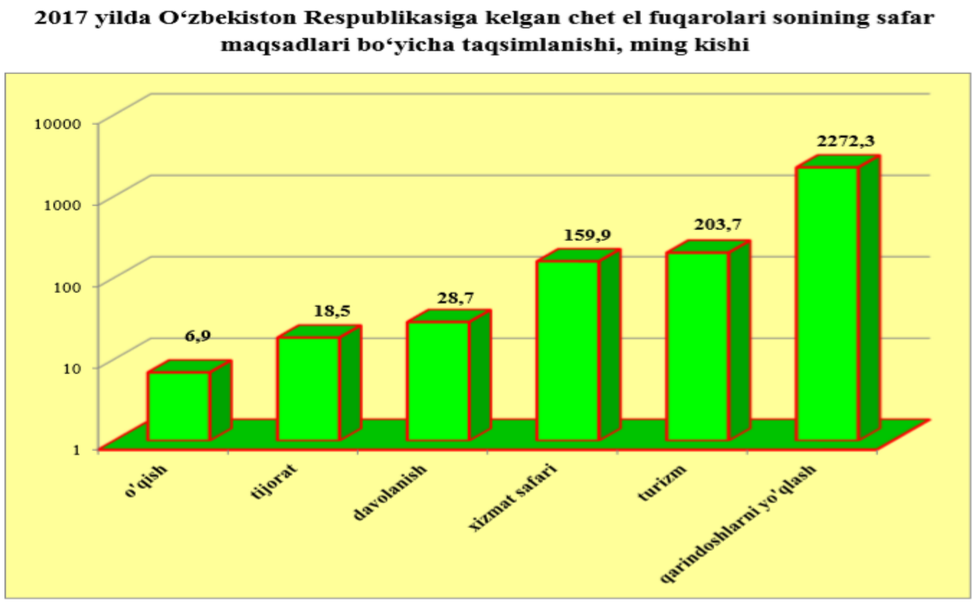

Table 1.1. Distribution of tourists visiting Uzbekistan by purpose

As can be seen from this table, the largest segment of tourists falls on tourism for the purpose of visiting relatives. This in turn includes ethnic tourism.

Ethnic tourism is a type of tourism that serves to strengthen interethnic tolerance through deep learning of the people's own culture and the culture of other peoples.

Ethnic tourism is one of the types of tourism that is attractive to many countries as a form of cultural and educational tourism. World practice shows that tourism is able to meet the various spiritual needs of people through such a direction. The most important aspect of ethnic tourism is to get acquainted with the traditions and culture of these different ethnic groups. Customs and traditions are the principle of relations between the people of the country, they mean the rhythm and rhythm of life, values and moral principles. The characteristic of customs is an indicator that reflects the analysis of certain traditions, their place and role in the life of the people, as well as their peculiarities.

The role of traditions is not the same in all aspects of social life. While this has a small impact on the country's economy, it has a high impact on the people's beliefs and religion. Accordingly, if certain customs and traditions are adopted at the same time by a certain group of members of the community, another part may reject them. For this reason, customs are divided into positive (traditionally accepted) and negative (traditionally rejected) types.

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Thus, ethnic tourism allows tourists to see traditional residential and farm buildings, meet locals dressed in national costumes, participate in traditional festivals and ceremonies, taste traditional dishes of the national cuisine, and purchase souvenirs reminiscent of ethnic lifestyles. After returning to their home country, the tourist shares his impressions with friends and family members and introduces them to the information he received during the trip. All this in itself serves to increase tolerance between nations and peoples.

At the present time, in the context of rapid development of scientific technology, ecological crisis, increasing information flow, the problem of "survival" of nations is a problem. The most promising way to preserve ethnic diversity in the regions is through ethnic tourism.

Ethnic tourism is one of the types of exotic tourism in which a tourist gets acquainted with the life, cultural characteristics and lifestyle of an ethnic group belonging to a particular nation during a visit to the country. This provides an opportunity for scholars as well as interested individuals to explore the roots of their own nation or other peoples. Even through the use of this type of tourism, many people have been able to find their distant relatives from different parts of the world. Sometimes people want to go to places where they spent their youth or to areas where their ancestors lived. For this reason, the second name of this type of tourism is also called nostalgia tourism.[8] It is this feeling of longing that makes people want to learn a certain culture rather than relax on the waves.

There are many migrants in the world and they can be divided into two types:

- Mandatory
- Optional

There have been many reasons for forced migration in history, including military, social, or religious reasons. It is safe to say that the reason for voluntary migration is the desire of people to live a better life. This is why people have migrated to other countries or to distant continents.

Any type of tourism is the result of interethnic relations, all of which encompass certain elements of ethnotourism.

At the same time, the interest in the ethnic culture of different peoples around the world is growing day by day. In particular, we can see that ethnic thinking is growing in our country. Particular attention is paid to the preservation of ethnic and cultural heritage, the interaction between tourism and culture, taking into account the specificity and diversity of culture, as well as the solution of problems.

Today, the interest in ethnic tourism in the world is growing day by day. This, along with the development of tourism in the country, will help to preserve the unique customs and traditions of the regions of the country. This type of tourism is especially well developed in multi-ethnic and multi-ethnic countries. There are many foreign literatures on ethnic tourism, which give different definitions of this type of tourism.

[8] Petroman I., Petroman K., Buzatu K., Marin D., Dumitresku A., Statie K., Rus I. A Religious and Ethnik Tourism Profile of Europe // Skientifik Papers Animal Skienke and Biotechnologies. - 2011. - №44(2). - P.490-493.

Ethnic tourism is:	Source:
It is a type of travel that aims to fully or partially get acquainted with the early (primitive) culture.	Define Ethnotourism // Travel Industry Dictionary. .
The main difference of cultural tourism from other types of tourism is that the main focus is not on nature, but on people and reveals the lifestyle of the local population.	Bolnikk S. Promoting the culture sector through job creation and small enterprise development in SADK countries: the ethno-tourism industry. - ILO, 2003.
As part of cultural tourism, it is to get acquainted with the culture and language of individual peoples.	Sunduchev Ch.B. Ethnic tourism as one of the areas of cultural and educational tourism / №2009. - S.53-56
Tourism that aims to acquaint the tourist with the cultural or ethnic heritage of other people who are different from their own ethnic lifestyle and culture.	Harron S., Veiler B., Hall K.M. Ethnic tourism // Special interest tourism. - 1992. - P.83-94.
It is a visit to the place where one is born or raised in one's homeland or relatives.	A.V. Babkin Special types of tourism / A.V. Babkin. - Rostov-on-Don: Phoenix, 2008 .-- 252 p.
A type of tourism, the main purpose of which is to get acquainted with "exotic" peoples. ("Exotic" here refers to people who live far away from the tourist destination (remote areas).	Petroman I., Petroman K., Buzatu K., Marin D., Dumitresku A., Statie K., Rus I. A Religious and Ethnic Tourism Profile of Europe // Skientifik Papers Animal Science and Biotechnologies. - 2011. - №44(2). - P.490-493.

Table 1.2. Classification of definitions of ethnic tourism

Analyzing this table, it can be concluded that to date, a clear rule of ethnic tourism has not yet been developed by scientists. Often ethnotourism is understood as a definite manifestation of it.

There are many views on the concepts of ethnic and ethnographic tourism, the similarities and differences between them. For example, the Russian researcher A.I. Shukin distinguishes between these two concepts in his research and says, "If the main participants in ethnographic

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tourism are a group of people engaged in ethnography, ethnic tourism covers a wide audience, ie users of this type of tourism are individuals with spiritual goals. . ” puts forward the idea that.

In the views of M.A. Julina, ethnic and ethnographic tourism are considered synonymous concepts. V. Smith substantiates the concept of ethnic tourism as a different type of cultural and historical tourism.

In recent years, in addition to the concept of ethnic tourism, concepts such as jayloo, anthropological tourism and aboriginal tourism have also been used.

In foreign and Russian literature, ethnic tourism is also called cultural tourism ("sultural heritage tourism", "heritage tourism", "diaspora tourism"). This concept is defined by the US National Fund for the Protection of Historical Monuments: "Cultural tourism is a reflection of human history. is to visit places of interest. ”

The International Council for the Preservation of Historical Monuments and Attractions (ICOMOS) defines cultural tourism differently: “Cultural tourism is a special type of tourism (among other purposes) that promotes the discovery of new monuments and attractions. ”

The closest concept to ethnic tourism is the concept of ethno-cultural tourism. It in turn includes ethnographic anthropology, sand tourism, and so on.

In our opinion, sandstone (genealogical), ethnographic, aboriginal tourism, anthropological and djailoo tourism can be conditionally listed as components, ie directions of ethnic tourism. This is because the tour program that is sometimes implemented can depend on several ethnic tourism types at the same time and link them together.

Classification of ethnic tourism. Below we describe in detail the types of ethnic tourism:

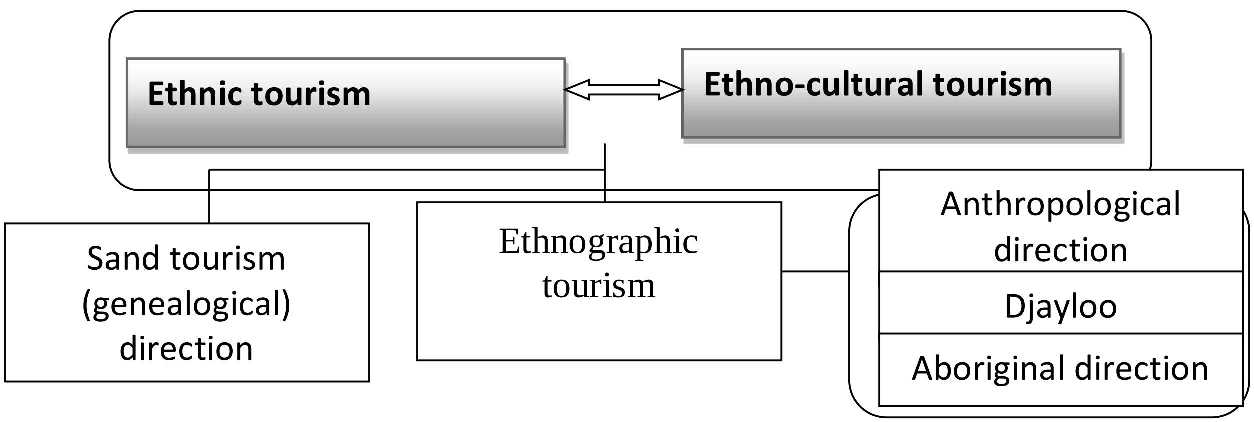

Figure 1.1. Classification of ethnic tourism

The direction of sand tourism (nostalgic tourism, genealogy tourism, ankestral tourism) is a specific type of tourism - a visit to the place where a person was born or where his ancestors lived. The emergence of sand tourism is a process associated with the return of generations of migrants and ex-prisoners by the British Tourism Authority (BTA) and the study of their ancestors, a type of tourism that has been evolving since 1999.

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Today, this type of tourism is especially popular in Central European countries, where migration became widespread during World War II, for example, the visits of Bugafins to Karelia, Leningrad, the Germans to Kaliningrad and the Japanese to Sakhalin.

Genealogical tourism is one of the fastest growing tourism sectors, according to a study by the University of Illinois. It is especially developed in Scotland, where more than 1 million tourists visit every year to find their relatives. According to experts, as a result of further development of this type of tourism in the Scottish tourism industry, revenue is expected to reach 2.4 billion US dollars.

A clear example of sand tourism is the group of Finnish citizens around Lake Ladoga. During the 1939-1945 war, more than 500,000 Finns were forced to flee their homeland. After being allowed to move to the Leningrad region, they moved to Leningrad en masse, and ethnic tourism took on a mass character.

It is possible to create a sufficiently diverse and unique tourist programs on sand tourism. In most cases, an individual tourist route is created for each tourist. Because every tourist visits the places where he or his relatives live, and during the visit he starts to look for the places and graves of their ancestors. In doing so, it conducts inquiries from the indigenous population of the area. But unfortunately, in recent years, sand tourism has been slowly declining. This is due to the fact that the younger generation is less interested in their ancestors and their history.

Ethnographic orientation is a type of tourism that aims to obtain information and entertain, which introduces a large number of tourists to the life, clothing, language, folklore, traditions, customs and culture of a particular nation. This type of tourism preserves the ancient appearance of elements of folk culture in everyday life, traditional forms of land use, its own historical and architectural image, the village.

involves getting to know the people and their art.

In this case, the villages (settlements) are divided into types: real and demonstrative population (living in another point and going to work elsewhere).

Anthropological tourism is a form of ethnographic tourism that aims to compare the culture and past lifestyles of extinct ethnic tribes with modern lifestyles by familiarizing themselves with the lifestyles of a small number of endangered peoples. makes A vivid example of this is a visit to Peru to study the culture of the lost Incas or to get acquainted with the culture of the Scythians in danger of extinction in the Crimea. Another declining nation is the Indians of the Embera tribe, and the number of visitors to Panama to get acquainted with the ethnic life of this people is increasing day by day.

Aboriginal tourism (aboriginal tourism, indigenous tourism) is a type of tourism that directly attracts the local population to the tourism industry. In doing so, the natives travel around the area where they live in order to learn more about the culture of their people. This may include several day excursions.

An example of this is the Akha Hill tribe in northern Thailand. Members of this tribe show visitors a true Thai lifestyle. There will be wonderful trips through tea plantations and rice fields, as well as visits to valley-shaped bungalows, forests and waterfalls, where every Thai will have the opportunity to feel like a true representative of the nation.

Djailoo - it is one of the youngest types of ethnic tourism. The term is derived from the Kyrgyz language and means "Djailoo" - "Alpine lawn", "mountain pasture". Djailoo tourism is a type of tourism that allows you to live a little longer during this primitive system, far removed from this civilization. Djailoo tourism emerged in Kyrgyzstan in the late 1990s, when local tour operators allowed tourists to live in mountain shepherds 'homes for a while and get acquainted with their way of life. This type of travel was first tested by tourists from Switzerland, Germany, the UK and Russia. To date, Kyrgyzstan is the leading country in terms of tourism. One of the most popular tourist routes is the tours organized along the shores of Lake Issyk-Kul. For example: “Bishkek - Korchkorka village - Sarala - Saz - Bishkek” tourist route. During this route, tourists will get acquainted with the nomadic folk culture, national games, alakiizi and shirda fabrics, as well as felt rugs and have the opportunity to ride horses.

Ethnic tourism is a separate type of tourism, which is not well covered in the literature to date, such as agrotourism, ecotourism, sports tourism. Therefore, there is insufficient information on its classification and classification of the main geographical features.

An important feature of ethnic tourism is the diversification of its composition, taking into account the needs and interests of tourists.

In ethnic tourism, the preparatory stage is important in the development of a tourist route. One of the main conditions for the development of this type of tourism in the planned area is the collection of all necessary documents, plans and materials. Then it is necessary to study the current socio-economic situation in the region.

Forming a database of investment proposals and assessing the level of opportunities to expand investment; it is necessary to establish contacts with organizations interested and willing to develop ethnic tourism. In addition, a comprehensive marketing study is required to study the potential of ethnic tourism in the region, the level of conditions for the development of this tourism, the state of tourism thinking among the population and the level of desire and efforts to form this type of tourism in their region.

An effective model for the development of ethnic tourism in Uzbekistan has not yet been developed. The main condition for the development of this type of tourism is to attract the population of areas with these ethnic resources to engage in this type of tourism and the formation of infrastructure in rural areas. Another distinctive feature of this tourism is that it allows the income to be used to improve the tourism infrastructure and lifestyle of the population.

An important task of ethnic tourism development projects is the sustainable development of ethnic tourism in short-term trends through the active involvement of indigenous peoples. The fact that a small number of locals have taken their own independent management in the implementation of ethnic tourism projects guarantees that this type of tourism will soon achieve sustainable and efficient development.

In our view, ethnic tourism covers three components:

- Indigenous peoples living a traditional way of life;
- Cultural landscape as a result of economic activity of the people;
- Traditions and ceremonies (holidays) that are an integral part of the local culture;

The general rules for the successful development of ethnic tourism and the preservation of traditional culture and traditional cultural landscape are as follows:

• Conservation of the nature of the area should be considered as a basic condition for the preservation of the cultural landscape;

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• Consideration of the local population as full-fledged partners in expanding the flow of tourists to the region;
• Interaction between locals and tourists should be orderly. In this case, it is necessary to follow the formula "Guest-host", "Equally".

The realization of ethnic tourism will require a long-term state program aimed at its comprehensive development at a time when tourism is considered as a source of additional income, not the main one. The level of prosperity (wealth) of the region should not remain directly dependent on the flow of tourists. When developing such programs, the following should be considered:

- ✓ First and foremost, to ensure the traditional use of nature;
- ✓ Sale of domestically produced products (such as agricultural and handicraft products) at a price that takes into account the added value of traditional methods;
- ✓ Distribution of additional income from traditional farms according to the labor expended by each member of society;
- ✓ Spending the main income from ethnic tourism on regional development (construction and maintenance of roads, construction of new buildings and structures, further development of education and health, financing of housing loans to people with disabilities, large families and young people);
- ✓ Proper and equal distribution of income from ethnic tourism. This excludes competition among locals for income from tourists;
- ✓ Attracting tourists to finance social projects implemented in the region;

Uzbekistan is known all over the world as a country with huge ethno-cultural and cultural-historical potential. There are many unique ethnic resource reserves for the development of ethnic tourism. Because more than 130 different nationalities and ethnic groups live in Uzbekistan. Each of these nations has its own way of life, customs, culture and language.

The socio-economic and political environment of Uzbekistan, in particular, the fact that it has been a colony for almost 150 years, has had a significant impact on its demographic development, including the ethnic composition of the population. The indigenous people of Uzbekistan are Uzbeks. In recent years, the share of Uzbeks in the national population has increased and now stands at 80.0% of the population (8.6% compared to 1989).

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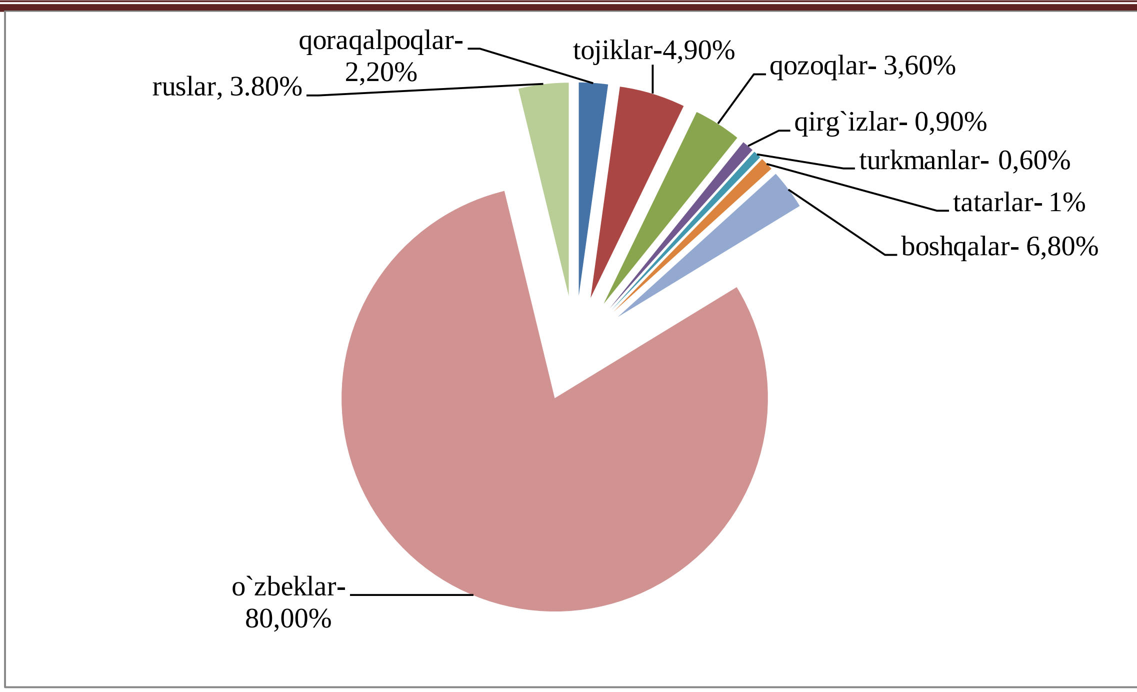

Figure 2. Ethnic composition of the population of Uzbekistan

The second indigenous nation of the country is the Karakalpaks. Their total number is 549.2 thousand people or 2.2% of the country's population. Among the indigenous peoples of Central Asia in the Republic of Uzbekistan are Tajiks (1237.4 thousand or 4.9%), Kazakhs (977.8 thousand 3.6%), Kyrgyz (227.4 thousand 0.9%), Turkmens (152.3 thousand 0). , 6%). The number of Tatars living in Uzbekistan is also significant (275.4 thousand people 1.0%). Along with Russians (1050 thousand 3.8%), Ukrainians, Belarusians, as well as Poles, Czechs, Bulgarians, Koreans, Armenians, Jews, Iranians and other nationalities live in the Republic of Uzbekistan.

The geographical location of the nations in the country is also not uniform. The first reason for this is the historical development of nations, and the second is the peculiarities of the development of economic sectors in the republic. Karakalpaks are a nation living entirely within their own republic (94.5%).

Many traditions of the peoples living in Uzbekistan have been intertwined because they have lived in the same area for many years. That is why we can find many similarities in them. In particular, the lifestyles and customs of the fraternal peoples are very close to each other. In our opinion, the majority of tourists visiting Uzbekistan for ethnic tourism come to get acquainted with the cultural life of the Uzbek people. But there are also tourists who want to get acquainted with the way of life of other peoples in Uzbekistan. There are cultural centers of many nationalities in the regions of our country, through which you can get acquainted with the necessary information.

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