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# ADDRESSING TEACHING AND LEARNING CHALLENGES AMIDST THE COVID 19 PANDEMIC: IMPLICATIONS FOR THE NIGERIA PRIMARY SCHOOLS

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**ABSTRACT**

*The disruption of teaching and learning, and the subsequent closure of educational institutions in most countries of the world amidst the Covid-19 pandemic is worrisome. This has especially brought to the fore the inadequacies in the Nigerian educational systems and structures, especially in primary schools. This paper focused on the need for urgent adoption and application of e-learning in the Nigeria primary schools. First, the paper critically scrutinized the emergence and impact of the Covid-19 pandemic on the educational systems. Second, the paper discussed the essence of e-learning along with the ten recommendations for teachers' and learners' engagement in e-learning as prescribed by UNESCO (2020). The paper further discussed the Challenges confronting effective teaching and learning in primary schools amidst the pandemic. Finally, to better the teaching and learning status in Nigeria primary schools, the paper implied amongst others; that government and education stakeholders should as a matter of urgency; fund the development and training of teachers and learners in computer and ICT knowledge, equip primary schools with ICT facilities and sponsor television and radio e-learning classes for pupils' home learning.*

**Key Word**: Covid-19 Pandemic; Teaching and Learning Challenges; E-learning; Primary Schools.

## Introduction

The heart of the educational system rests on the efficiency and efficacy of the teaching and learning facilities in play. For fruitful and quality education attainment, the essence and impact of the teaching-learning transactions in the school and classroom situation are paramount. The teacher should be able by all means to deliver his teaching mandates and responsibilities without fear, anxiety or any other challenge. The learner also should learn progressively, freely, and easily. The mission of all education systems of the world is similar; as it to ameliorate or eradicate the challenges hampering the effective teaching and learning processes. However, at present, there is an urgent need to address the teaching and learning crisis that has been caused by the COVID-19 pandemic. The pandemic has negatively impacted the regular teaching and learning schedules of the educational systems of the most parts of the globe, causing a major setback in providing quality teaching and learning and necessitating digital learning (Lindzon, 2020; Karp & McGowan, 2020).*UNESCO (2020) reported that the* COVID-19 pandemic has affected the worlds' educational systems, leading to the closures of schools in order to contain the spread of the virus.

The occurrence of infectious diseases in the time past has incited an extensive closing down of schools around the world (Simon, 2020). For instance, the United States governments from 1918 to 1919, proscribed social gatherings with the aim of curbing the number of deaths resulting from the influenza pandemic (Barnum, 2020) and the same in 2004-2008 (Wheeler, Erhart, & Jehn, 2010). In Asia, at the time of the Asian flu of 1957-58, schools were shut down to prevent death (Chin, Foley, Doto, Gravelle & Weston 1960). In 2019, the World Health Organization (WHO) reported the outbreak of the coronavirus in Wuhan, China on December 29th, 2019 and was said to have spread from the seafood market in Wuhan, Hubei Province of China, and on January 26$^{th}$, 2020; schools in China were shut down (Zhu, Zhang, Wang, Li, Yang & Song, 2020; Li, Guan, Wu, Wang, Zhou & Tong, 2020). In the Nigerian context, the effect of the pandemic on the educational system is frightening (Sahu, 2020). Schools were shut down as directed by the federal ministry of education on March

23rd.

In view of the negative effects the pandemic would have on learning and education in general, UNESCO (2020) pleaded with countries and governments to provide and encourage comprehensive and inclusive distance learning modules for continuous learning. This compulsorily confined teaching and learning processes to home or e-learning mode. These learning modes are somewhat ineffective as the learner is faced with a lot of distractions in and around the home (Aina, 2020). More so, effective learning is best achieved in the presence of the teacher (Bateman & Waters, 2013; Lantolf, 2008). The e-learning mode which entails a virtual classroom via the use of the internet and technological devices such as phones, computers, and tablets, may not be applicable to learners in developing nations (including Nigeria) as there is little or no technical know-how regarding its use; not to mention the challenges posed by poverty, high cost of these internet and technological gadgets, high cost of data for internet services and unstable electricity supply.

The Covid-19 pandemic, in no small measure, has adversely affected primary education, especially in the area of literacy ability (Bao, Qu, Zhang, Hogan & Tiffany, 2020) as well as effective learning among learners. Effective learning is achieved with learners' interactions and contact with instructional aids and themselves, and learn better when supervised and guided (McLeod, 2019; Aguisiobo, 1998; Okendu, 2012). As reported by Copple andBredekamp (2009), pupils could learn by the scaffolding method; where an older or more knowledgeable pupil, instruct the younger or less knowledgeable. However, for a long time now in Nigeria, the conventional methods of teaching hold sway in the education sector (Aina & Langenhoven, 2015). Many countries and governments amidst the pandemic have put in place various logistics towards avoiding the total disruption of learning: some have introduced continued learning through online platforms **(**e.g., **Cyprus, Croatia, Argentina, Egypt, Italy, China, Republic of Korea, Japan, United Arab Emirates, Mexico, Portugal, Saudi Arabia, Greece, France,** and **United States);** learning content delivered through the television and other media **(**e.g., **Croatia, Republic of Korea, China, France, Mexico, Argentina, Costa Rica, Spain, Rwanda, Saudi Arabia, Senegal, Islamic Republic of Iran, Peru, Thailand,** and **Viet Nam);** adopting existing apps in maintaining communication between learners and teachers **(**e.g., **Costa Rica, Islamic Republic of Iran** and **Thailand);** initiating awareness campaigns for students, parents, teachers and school administrators **(**e.g., **United Arab Emirates).** Nevertheless, in Nigeria's education context, the issue of e-learning is strange (Kyari, Adiuku-Brown, Abechi & Adelakun, 2018; Ajadi, Salawu & Adeoye, 2008).

Recently, studies have begun to gather around the Covid-19 pandemic and its impact on education. Owusu-Fordjour, Koomson, and Hanson (2020), conducted a study aimed at accessing the impact of Covid-19 on learning among students in the second cycle and tertiary institutions in Ghana and revealed that the Covid-19 pandemic has negatively affected the study habit of students, as many of them are not used to effectively learning all by themselves and that the online system of learning is ineffective. It also reported that parents are incapable of assisting their wards on how to access online learning platforms and it posed a challenge to the majority of students due to limited access to the internet and lack of technical knowhow in regard to the various technological devices. Aina (2020) in his study focused on mitigating the impact of the COVID-19 pandemic on the teaching and learning of science in Nigerian higher institutions; arguing that the conventional methods of teaching are inadequate in teaching science as a result of social distancing and the lockdown during the pandemic. The study supported the adoption of e-learning(the Google Classroom framework)as the best teaching and learning alternative.

A measure recommended by the world health organization in mitigating the spread of the Covid-19 or any other influenza pandemic, globally; is 'social distancing (Ahmed, Zviedrite & Uzicanin, 2018; Blocken, Malizia, van Druenen & Marchal, 2020). It is a safety protocol aimed at reducing or preventing physical contact among persons (European Centre for Disease Prevention and Control, 2020). In the Nigerian case for instance, the federal and state governments, banned all social gatherings such as birthday celebrations, burial ceremonies, weddings and marriages, religious centers, football viewing centers, markets (at the initial stage), interstate movements, political gatherings, clubhouses, schools and the economy itself, leading to a total national lockdown for about a period of three months. This forced many schools and educational institutions at

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all levels, especially in the urban areas, to embark on intensive e-learning.

Franklin and Nahari, (2018) submitted that e-learning has engineered a paradigm shift in the usual physical teacher-student interactions in an educational setting. Nigeria and other third-world nations are yet to fully grasp and unlock their potentials in e-learning (Kyari, Adiuku-Brown, Abechi, Pyochi & Adelakun, 2018). E-learning could be computer or internet based (Arkorful & Abaidoo, 2014). Computer e-learning entails the use of information and communication technology, computer software, and hardware (Algahtani, 2011) while internet-based e-learning is purely online and comprises of e-mails, blogs, and other references (Arkorful & Abaidoo, 2014). Bryan and Volchenkova (2016) reported that e-learning can be divided into blended and online learning. The blended learning consists of rotation, self- blending, and enriched virtual.

Similarly, Cleveland-Innes, and Wilto (2018), classified blended learning into the blended block, blended presentation and interaction, and fully online. Pande, Wadhai, and Thakare (2016) listed some of the essential e-learning tools: social bookmarking, wiki, RSS, weblog, instant messaging, podcasting, text chat, and internet forums; and listed the benefits of e-learning to include: efficiency in enhancing knowledge and qualification, motivating learners' interaction, flexibility, and affordability. Nonetheless, many studies had reported that Nigerian schools (the tertiary institutions) have been using e-learning in fostering distance and lifelong learning (Franklin & Nahari, 2018; Ajadi, Salawu & Adeoye, 2008; Zare, Sarikhani, Salari & Mansouri, 2016 and Aina & Olanipekun, 2018).

A popular e-learning platform is Google classroom (Henukh, Rosdianto & Oikawa,2020). It has been used significantly for transmitting knowledge and skills around the world (Azhar & Iqbal, 2018). It is an App in Google designed for educational (teaching and learning) purposes; as it supports teachers in effectively executing instruction and evaluation of learning in the following ways: generating and organizing assignments and homework for learners, efficient provision of feedback, smooth and easy communication between teachers and learners (Shaharanee, Jamil & Rodzi, 2016). Studies have reported that learners learn best through electronic means and teachers have ample time with learners than what is obtainable in the regular face-to-face classrooms, and it fosters learning in different geographical locations (Rabbi, Zakaria&Tonmoy (2018); Basher (2017) Henukh&Rosdianto, Oikawa, 2020; Mafa, 2018).

The Google classroom is flexible as it enables teachers to post assignments, notes, create different class groups at a time, and invite other teachers into the class (Hussaini, Ibrahim, Wali, Libata & Musa, 2020). Despite all the aforementioned merits of the Google classroom, in Nigeria, the adoption and wide use of this e-learning platform have a lot of limitations: poor and weak broadband facility (Trucano, 2014); poverty, social and economic inequality between rural and urban learners or teachers (Mohamedbhai 2014); bandwidth and network diversion problems (Ajadi, Salawu & Adeoye, 2008); to mention but a few.

UNESCO (2020) outlined ten recommendations for teachers' and learner' engagement in e-learning:

i. Examine the readiness of the learners and select the most appropriate tools**:** This may include video lessons, MOOCs, incorporated digital learning platforms, and dissemination through the mass media.
ii. Ensure inclusion of the distance learning programmes: Temporary decentralisation of computer labouratory devices to families and provide them with internet access.
iii. Protect data privacy and data security: Ensuring that the use of applications and platforms does not violate learners' or teachers' data privacy.
iv. Prioritize solutions to address psychosocial challenges before teaching: Mobilize available tools to connect schools, parents, teachers, and learners, and address possible psychosocial challenges among learners.
v. Plan the study schedule of the distance learning programmes: Organise discussions with stakeholders to examine the possible duration of school closures and decide whether the distance learning programme should focus on teaching new knowledge or enhance learners' knowledge of prior lessons.
vi. Provide support to teachers and parents on the use of digital tools: Organise brief training or orientation sessions for teachers and parents as well, if monitoring and facilitation are needed. Help

teachers to prepare the basic settings such as solutions to the use of internet data if they are required to provide live streaming of lessons.

vii. Blend appropriate approaches and limit the number of applications and platforms: Blend tools or media that are available for most learners, both for synchronous communication and lessons, and for asynchronous learning. Avoid overloading students and parents by asking them to download and test too many applications or platforms.

viii. Develop distance learning rules and monitor students' learning process: Define the rules with parents and learners' on distance learning. Design formative questions, tests, or exercises to monitor learners learning process.

ix. Define the duration of distance learning units based on learners' self-regulation skills: Keep a coherent timing especially for live-streaming classes. If possible, the time limit for primary school learners should not exceed twenty minutes.

x. Create communities and enhance connection: Create communities of teachers, parents, and school managers to address the sense of loneliness or helplessness, facilitate sharing of experience, and discussion on coping strategies when learning difficulties arise.

**Challenges on effective teaching and learning resulting from the Covid-19 pandemic**

The following are the effects of the Covid-19 pandemic on teaching and learning in Nigerian primary schools:

a. Transformation of teaching and learning styles: Teaching needs to be transformed from the usual traditional teaching style to the combined or electronic classrooms. The pandemic has exposed the many weaknesses and flaws of the conventional teaching methods. The clamour now is on e-learning and virtual classrooms.
b. Effect on Teacher-learner interaction: There is a drastic reduction in intellectual, emotional, and social interactions between teachers and learners; as the pandemic has forced 'social distancing' on all.
c. The conventional learning method has to adapt to online or hybrid methods; this is especially so for Nigeria with overcrowded classes and classrooms in most of her public schools.
d. Financial challenges for both teachers and learners. Teachers, especially at the primary school, seem to be poorly remunerated and this can hamper their capability in accessing e-learning and virtual classrooms. The same is applicable to pupils whose parents are battling with poverty, inflation, unemployment, etc. this will make many learners from this background to completely disconnect from the learning continuum.
e. Teaching and learning of mathematics and science oriented subjects: Some subjects that require practical teaching and learning could be a serious challenge for teachers and learners alike through the e-learning platforms. This is best taught or learned in a conventional classroom setting.
f. Meeting or abiding by the Covid-19 guidelines and protocols for learners at the primary school, may not be tenable, feasible, and possible. Can their parents be able to afford the face mask and shield? Will the learners be able and willing to wear these face masks?
g. The challenge of implementing the curriculum: there is the concern that e-learning and virtual classrooms may not provide avenues appropriate for the full implementation of the curriculum.
h. Training needs: Professional training on e-learning and electronic classrooms for both teachers and learners have to be a top priority if teaching and learning are to be effective amidst the Covid-19 pandemic.
i. Inequality in teaching and learning outputs may be on the rise due to the fact that e-learning and electronic classrooms, are highly selective. Only teachers and learners with full grasps of its use and application can perform.
j. Effect on the school and exam calendar: the disruption and extension of the academic year has been brought about by the Covid-19 pandemic.

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## Conclusion

It is hereby concluded that for teaching and learning processes to continue and be facilitated amidst the Covid-19 pandemic or any other future pandemic, the Nigeria primary school systems and structures (including the e-learning platforms), should be developed, improved, and maintained by the Nigeria Governments and educational stakeholders. There should be functional mechanisms in place to ameliorate or eradicate the various teaching and learning challenges that had been exposed by the Covid-19 pandemic.

## Implications for Nigeria primary schools

For the betterment of the Nigeria primary school and the educational system in general; it is therefore implied that:

i. The government and education stakeholders should as a matter of urgency; fund and equip all primary schools with ICT teaching and learning devices in order to ensure a robust e-learning platform;
ii. The government and concerned stakeholders should sponsor and fund development and training programmes for teachers and learners in computer and ICT knowledge, especially on how to use and appropriate e-learning modes such as Google classroom, in fostering teaching and learning in schools;
iii. Computer laboratories should be built and fully equipped with electronic learning devices (e.g. interactive whiteboards, projectors, laptops, and internet facilities) in primary schools to ensure teachers' and learners' continuous use and adaptation to e-learning;
iv. Government and non-governmental organizations should procure electronic learning devices such as laptops and browsing facility for teachers and pupils, to ease e-teaching and learning
v. Pupils' parental support must not be underplayed. They are to encourage their wards in e-learning by procuring laptops and android phones and buying data for internet browsing for their wards.
vi. The era of traditional classroom teaching and learning may soon be a thing of the past. It is left for the government to begin the initiation and funding of television and radio teaching classes and educational programmes for learners to watch and listen to from their homes.

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# THE VITAL ROLE OF INTERNET OF THINGS AMIDST COVID-19

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## Introduction

The role of the technology plays a vital role amidst the COVID-19 because of the following quarantine protocol set by the Inter-Agency Task Force (IATF) on COVID-19 like Social Distancing, wearing of face mask and face shield and usage of automated thermal scanner. During the declaration of President Rodrigo Duterte many establishments were greatly affected by the temporary shutting down of businesses which lead to permanent closure of all business sectors and it also includes religious worship gatherings where temporarily stopped. There are so many changes that need to be adopted by the community in the New Normal by following the strict compliance set by the IATF on Covid-19. Internet of Things (IoT) will be trending in the New Normal because it will assist the needed requirements of business sectors. Implementation of IoT Based immersive technology platforms, higher-order thinking, or critical thinking skills will develop further specially in the educational sector because of the needed requirements in flexible learning as mandated by the Commission on Higher Education and DepEd, (Mobo, 2020). There are so many IoT Developmental Tools that can be in place amidst the pandemic like the development of IoT Based Contact Tracing that can monitor the temperature of all the persons entering in any establishments and even during the church worship service which can capture the temperature and sent it to an online database and monitor if the person is infected with COVID-19 and will urgently generate an emergency result which can also be sent to the local and national IATF on COVID-19 because it can generate a quick one-time real-time, (Mobo & Garcia, 2020). Internet of Things (IoT) can enhance the traditional manual process in all the business sectors into an automated process that can boost back our economy because using this technology complies with the requirements set by the taskforce on COVID-19. As an example of the automated processes using IoT are the following: Ordering and delivery of Goods and Foods online, Virtual Campus using the Learning Management Systems with the integration of the Augmented Reality and Virtual Reality will also be a big help in our economy. Technology transcends fast today by mobilizing the Educational Technology with an immersive internet-based system smartphone device that can connect on different platforms like the monitoring of temperature, automated business transactions that can be controlled using a remote device, (Mobo, 2020). Even in the field of Medicine IoT also plays a vital role in the society amid pandemic because it can detect all and it can postulate the assistance of artificial intelligence and telemedicine framework that would be indispensable in generating innovative and robust health systems that can support societies amidst the pandemic, (Bhaskar et al., 2020).The New Normal had already made a breakthrough to help our economic sectors boost back and the only way is to adopt Technological Frameworks using the Internet of Things (IoT) because it can be used for industry decentralization which automates all possible processes. Also it is the most trending technologies with a countless possible in fighting against the pandemic outbreak. The IoT comprises of a scarce network those devices sense the environment and send useful data on the Internet servers, (Kamal, Aljohani, & Alanazi, 2020).

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# PERCEIVED EASE OF USE AND USEFULNESS AS CORRELATES OF ELECTRONIC DATABASES USAGE BY UNIVERSITY LECTURERS IN SOUTH-WEST, NIGERIA

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**ABSTRACT**

*The study examined the perceived ease of use and usefulness as correlates of electronic databases usage by university lecturers in South-west, Nigeria. Specifically, the study sought to identify the perceived usefulness of electronic databases usage by university lecturers in South-west, Nigeria; and also investigated the perceived ease of use and usefulness of electronic databases by university lecturers in South-west, Nigeria. The study adopted descriptive research design of the correlational type. The population comprised 10,452 lecturers in public universities in South-west, Nigeria, out of which a sample size of 836 was selected through a multi-stage sampling procedure across twelve universities. Questionnaire was the instrument used for data collection. Data were analysed using descriptive and inferential statistics at 0.05 level of significance. The findings revealed that the use of electronic databases by university lecturers in South-west, Nigeria enhanced quality of their research (mean= 4.59), enhanced quality of their teaching (mean=4.27), and assisted in writing proposals for research grants (mean=3.97). University lecturers in South-west, Nigeria also had positive perception on the ease of use of electronic databases (mean = 3.47). It was concluded from the study that university lecturers in South-west, Nigeria reflected positive attitude towards the utilization of electronic databases for teaching and research. It was therefore recommended that University libraries should regularly organize training for lecturers on the use of available electronic databases.*

**Key Word**: Ease of use; Electronic Databases; Lecturers; South-west; University; Usefulness

## Introduction

Over the last several years, a significant transformation has been noticed in collection development policies and practices of academic libraries. The print medium is increasingly giving way to the electronic form of materials (Akussah, Asante & Adu-Sarkodee, 2015). This historic migration has tried to satisfy the changing needs of lecturers, especially ease of access. Digital technology has revolutionized not only the way information is packaged, processed, stored, and disseminated, but also how lecturers seek and access information. Lecturers in Nigeria and the world over now obtain information by using a variety of electronic databases (Akussah, Asante & Adu-Sarkodee, 2015).

The merits of electronic databases to lecturers in universities are enormous. Databases provide many merits over traditional print-based resources: they contain current information because they are updated frequently; offer advanced search capabilities for lecturers; offer flexibility in the storage of the results and enable lecturers have access to information without the restrictions of time and location (Yusuf & Farouk, 2017). Electronic databases are often faster to consult than print indexes especially when searching retrospectively, and they are straight forward when wishing to use combination of keywords. They open up the possibility of searching multiple files at a time. Electronic databases can be printed, searched and saved to be repeated or consulted at a later date (Emwanta & Nwalo, 2013; Chima-James & Ogaraku, 2018). The implication of this submission is that the relevance of electronic databases to lecturers is enormous.

Studies such as Tao (2009) Matusiak (2011) and Ogunrewo, Kolawole and Osundina (2015) have affirmed that Perceived Ease of Use (PEU) has a significant effect on perceived usefulness of electronic databases. The easier it is to use an electronic database, the more enjoyment users will derived from using it.

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This in turn leads to the creation of positive and favourable attitudes toward using it. Matusiak (2011) observed that lecturers' perceptions of electronic information resources, as of any other emergent information system, play an important role in their acceptance and effective use of electronic databases. Similarly, Tao (2009) found that perceived usefulness had significant impact on both intention to use and actual use of electronic databases, while the effect of ease of use on intention to use and actual use was mediated by perceived usefulness. This finding implies that in a work/research-related setting, electronic databases that can provide useful information will be used by lecturers because useful information helps lecturers improve their teaching and research.

The objectives of this study are to:

i. identify the perceived usefulness using electronic databases by university lecturers in South-west, Nigeria;
ii. investigate the perceived ease of using electronic databases by university lecturers in South-west, Nigeria;

Two null hypotheses were formulated and tested in the study at 0.05 level of significance.

**$H_{O1}$:** there is no significant relationship between perceived ease of use and usage of databases by lecturers in South-west, Nigeria.

**$H_{O2}$:** there is no significant relationship between perceived usefulness and usage of databases by lecturers in South-west, Nigeria.

## REVIEW OF RELATED LITERATURE

Effective use of library materials in both print and electronic resources is expected to enhance the quality of teaching and research by academic staff of any institution (Aina, 2014). There are many advantages of electronic databases in enhancing and supporting research and teaching such as enabling users to save time and space, and providing instant, easy and improved access to useful information at minimum cost (Vakkari, 2008). For example, Tao (2009) used Baseline Model to explore the Technology Acceptance Model. The study found that perceived usefulness had significant impact on both intention to use and actual use of electronic databases while the effect of ease of use on intention to use and actual use was mediated by perceived usefulness. These results imply that in academic settings, electronic databases that can provide useful information will be used because useful information helps academics improve their research and teaching and ease of use may not be the lecturers' major concern for deciding to use the electronic databases because they have some experience of using new technologies and know how to use them. Deng (2010) also observed that scientists all over the world use various electronic databases to search and use the latest information in their respective fields and related ones.

Nwaogu and Ifijeh (2014) found that lecturers in the University of Ibadan use e-journals for personal and academic reasons. They reported that academic life has been drastically changed by the advent of e-Journals. Thus, development has been fueled by the advancement in computers and telecommunications technology. In the past, if a library did not subscribe to a journal, a researcher would have a difficult time locating the journal from other libraries. But today, journals have become available in electronic format through subscriptions. Most times, electronic journals come through database aggregators like EBSCOHOST, SCIENCE DIRECT and AGORA amongst others. Musa, Ahmed, Yunusa and Hamisu (2015) examined the use of electronic databases by academics of the Faculty of Sciences, Umaru Musa Yar'adua University, Katsina, Nigeria. Structured questionnaire was used in collecting data. A total of 77 academics provided the data. The results showed that research activities, thesis writing, lecture note preparation, teaching and publication were the major reasons for the use of databases.

According to Akussah, Asante and Adu-Sarkodee (2015), electronic databases are invaluable research tools that complement the printed resources based in the traditional libraries. These advantages include access to information restricted to the user due to geographical location or finances and provision of extensive links to additional resources or related content. However, knowledge of computers and retrieval techniques are needed to search these resources effectively and this has a bearing towards users' attitude to databases. Chu (2009) suggested that electronic databases might benefit students by promoting effective information search skills and critical thinking. Learning basic computer and software applications is increasingly necessary to university students. Okello-Obura and Magara (2008) argued that learning basic computer skills and applications is increasingly necessary to function in today's work place or to pursue personal interest in an electronic environment. This suggests that lecturers need training in a wider range of ICT application for them to make full use of technology in utilising electronic databases.

Sinh and Nhung (2012) argued that users' behavior will influence the usage of e-databases, and the factors that influence usage of databases are the purpose of usage, preferred types of materials, ways to learn

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the search, search techniques, and difficulties and expectations in using the databases. Thus, in their survey on search behavior of users of six online databases subscribed to by the Central Vietnam National University in 2011, they reported that 87.5% requested for full-text articles as compared with 12.5% who requested for just abstracts. Even among the full-text databases some were preferred to others because of the information architecture of the site

Musa, Ahmad, Yunusa and Hamisu (2015) investigated the use of electronic databases by the academics of Faculty of Sciences Umaru Musa Yar'adua University, Katsina, Nigeria. A survey method was employed in the conduct of this study and a Questionnaire-based survey method was designed to collect data from academics of Faculty of Natural & Applied Sciences. The results revealed that research activities, thesis writing, lecture note preparation, teaching, preparing paper for publication were the major reasons for the use of electronic databases, with highest frequency over 46.9% responses score by the academics, while self-development, preparing note and community development were the least frequency of less than 15.0% responses score respectively. The findings, however, showed that majority of the respondents were using electronic databases purposely for research activities and thesis writing.

In another research, Edem (2016) studied faculty awareness and utilization of The Essential Electronic Agricultural Library (TEEAL) for teaching and research by academic staff in the University of Calabar, Nigeria. Quantitative research was used for the study with survey as the research method. The result revealed that a bulk (80.0%) of the respondents strongly agreed that they are able to use abstracts from TEEAL to do their research work, 53.3% responded that TEEAL databases give a better research output, while 50.0% believed that TEEAL gives them an insight to the various topics for lectures. Half (50.0%) of the respondents were able to search TEEAL databases using the index term, while (50.0%) observed that TEEAL contains an update of information on the various topics for research.

On their part, Yusuf and Farouk (2017) examined the awareness, access and use of electronic databases by faculty members of Bayero University library, Kano. The survey research method was adopted for the study while questionnaire was the instrument used for data collection. One hundred and ten respondents completed the questionnaire. The finding showed that 85(77.3%) of the respondents reported that they used the electronic databases for research work. However, 78(70.9%) reported that they used the electronic databases to update subject knowledge. It was also reported that 76(69.1%) of the respondents indicated that they used the electronic databases for current awareness, while, (60.9%) respondents reported that they used the electronic databases for preparing note. On the other hand, 62(56.4) respondents agreed that they used electronic databases for internal and external presentation whereas, 70(63.6) respondents used electronic database for writing reports. However, 58(52.7%) of the respondents reported that they used the electronic databases for any other purpose.

Similarly, Chima-James and Ogaraku, (2018) studied the awareness and utilization of databases subscribed to by Federal University of Technology, Owerri (FUTO) library for academic staff. The questionnaire survey approach was adopted. A sample of one hundred (100) staff representing 10% of academics participated in the study. The finding revealed that 28(15.0%) of the academic staff utilised the university databases for lecturing, 48(25.0%) utilised them for research, 22(11.0%) used them for writing seminar and conference papers, 23(12.0%) utilised it for updating their knowledge, 22(11.0%) for self enhancement and 49(26.0%) for current awareness. Therefore, the academic staff utilised the databases mainly for research 48(25.0%) and current awareness 49(26.0%).

Mushi (2010) evaluated the use of electronic databases by academic staff for teaching and learning at University of KwaZulu-Natal, Pietermaritzburg (UKZNP). The study adopted a descriptive survey method with questionnaire as instrument for data collection. The findings revealed that majority of academic staff used ICT for teaching. The study also identified various ICT hardware and software devices which were available at UKZNP for teaching.

## METHODOLOGY

The study adopted the descriptive research design of a correlational type. Correlational design uses the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores (Creswell, 2014). Correlational design was adopted because it is suitable for establishing relationship between variables. In correlation research, the degree to which the variables are related is important as well as the direction of the relationship (Lunenburg & Irby, 2008). The population comprised 10,452 lecturers drawn from fifteen public universities in South-west, Nigeria. A sample size of 836 was selected based on guidelines of Research Advisor (2006) at 95% confidence level and 0.035 margin of error. Questionnaire was the instruments used for data collection. Data were analysed using descriptive and inferential statistics at 0.05 level of significance.

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## RESULTS

**Response Rate**

A total of 836 copies of the questionnaire were distributed, out of which 815 (98.0%) copies were returned. However, only 804 (96.0%) were properly completed and found usable for data analysis.

**Gender Distribution of the Respondents**

Figure 1 presents the distribution of the respondents by gender.

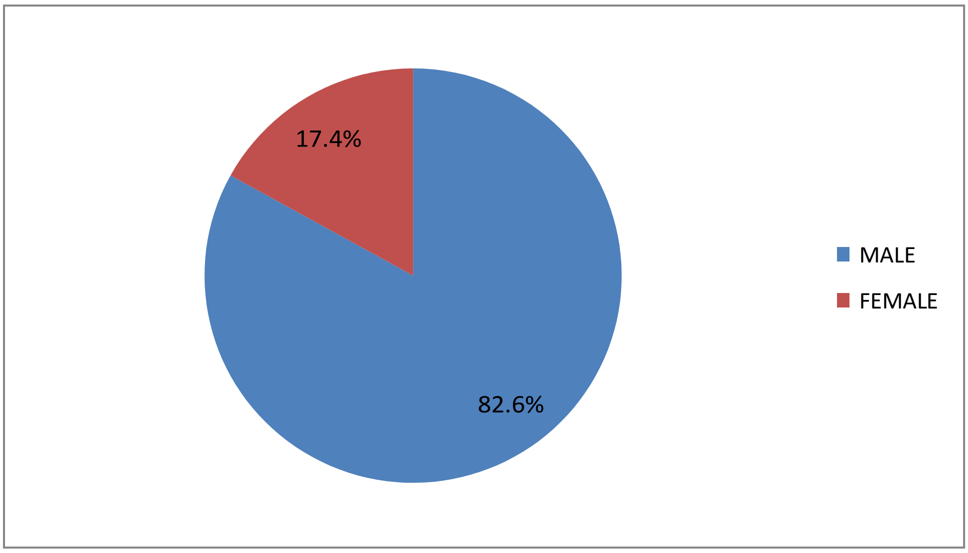


Fig. 1: Gender Distribution of the Respondents

Figure 1 shows that majority of the respondents 664 (82.6%) were male.

**Distribution of the Respondents by Educational Qualification**

Figure 2 presents the distribution of the respondents by educational qualification.

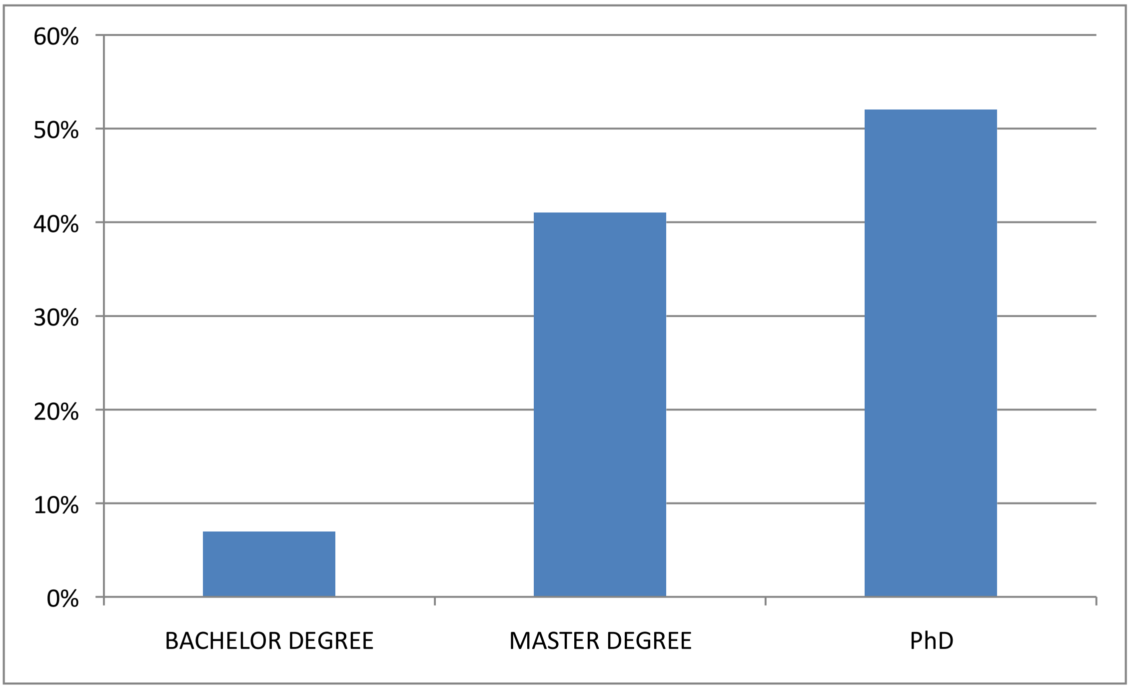


Fig. 2: Distribution of the Respondents by Educational Qualification

Figure 2 reveals the educational qualification of the respondents. It shows that majority of the respondents 422 (52.5%) were Doctoral Degree holders.

**Distribution of the Respondents by Job Status**

Figure 3 presents the distribution of the respondents by job status.

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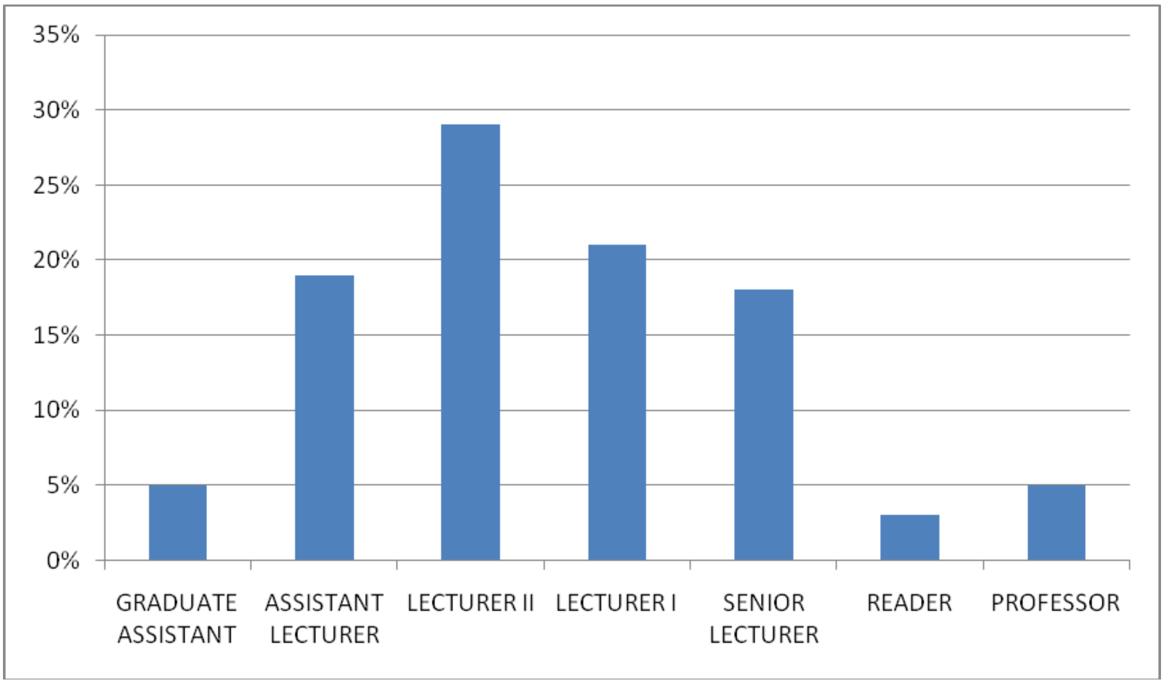


Fig. 3**:** Distribution of the Respondents by Job Status

Figure 3 revealed that majority of the respondents 232 (28.9%) were Lecturer II.

**Distribution of the Respondents by Marital Status**

Figure 4 presents the distribution of the respondents by marital status.

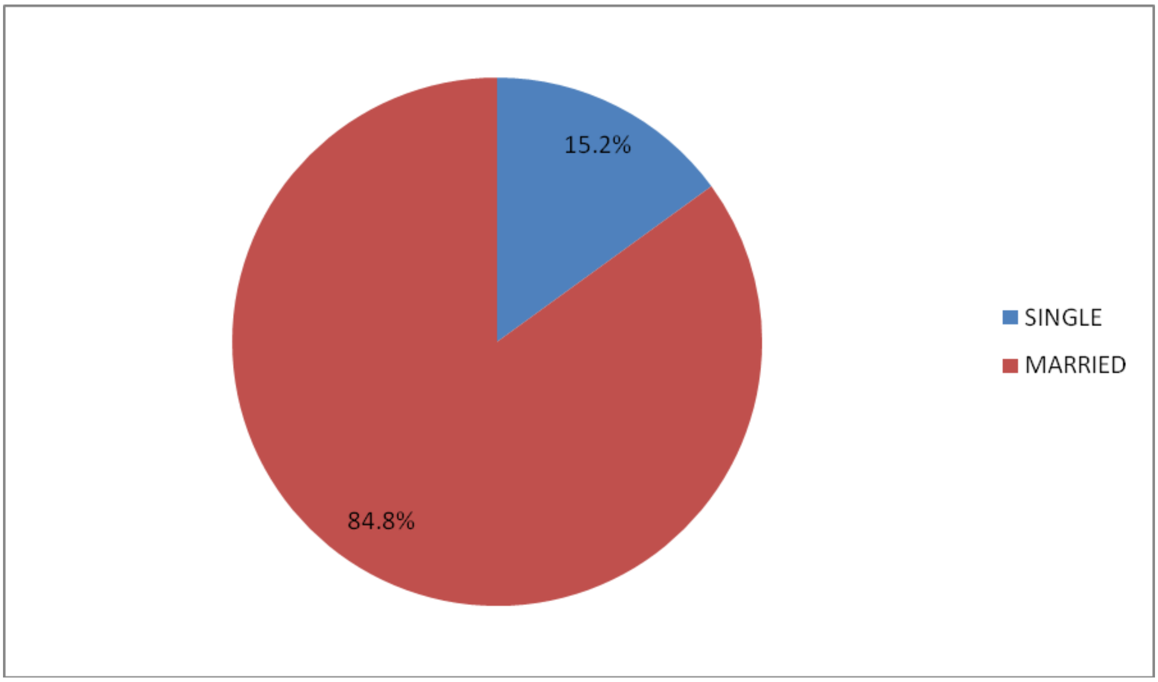


Fig. 4: Distribution of the Respondents by Marital Status

Figure 4 reveals the marital status of the respondents. It shows that majority of the respondents 682 (84.8%) were married.

**Distribution of the Respondents by Age**

Figure 5 presents the distribution of the respondents by age.

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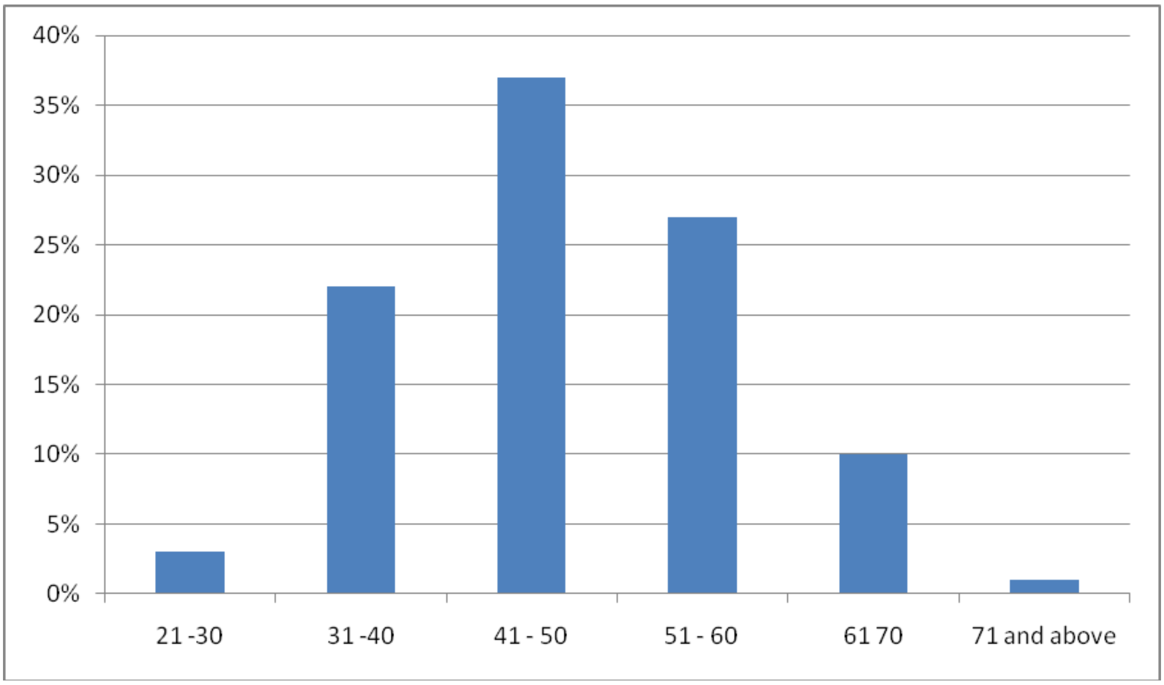


Fig. 5: Age Range of the Respondents

Figure 5 shows the distribution of respondents by age range. The table revealed that majority of the respondents 295 (36.7%) were within the age group of 41 to 50.

**Distribution of the Respondents by Years of Work Experience**

Figure 6 presents the distribution of the respondents by years of work experience.

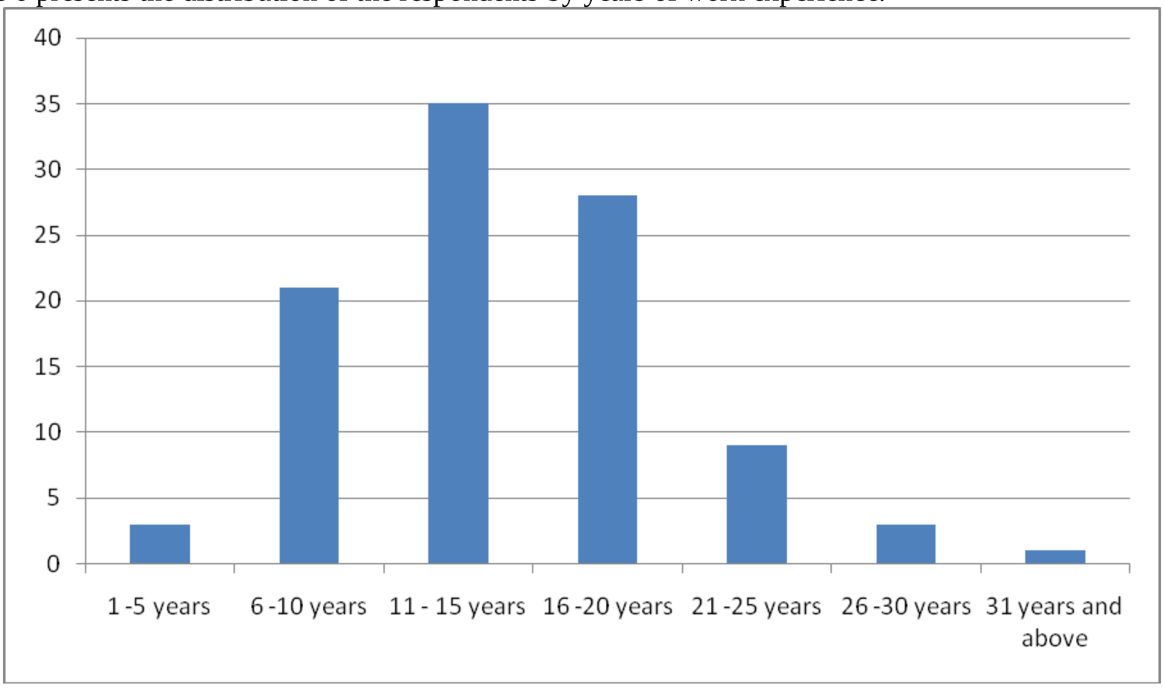


**Fig. 6:** Distribution of the Respondents by Years of Work Experience

Figure 6 shows the distribution of respondents based on their years of work experience. The table reveals that majority of the respondents 282 (35.1%) has 11 to 15 years work experience.

**Research Question 1: What is the perceived usefulness of using electronic databases by university lecturers in South-west, Nigeria?**

Table 1 presents the mean and standard deviation scores of lecturers' perception on the usefulness of using electronic databases in universities in South-west, Nigeria.

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Table 1: Mean and Standard Deviation Scores of Lecturers' Perception on the Usefulness of using Electronic Databases in Universities in South-west, Nigeria (n=804)

| S/N | Perception on Usefulness of Databases | Mean ($\bar{X}$) | SD | Remark |
|---|---|---|---|---|
| 1. | The use of electronic databases enhances the quality of my research | 4.59 | 0.49 | Agreed |
| 2. | The use of electronic databases enables me conduct research speedily | 4.59 | 0.49 | Agreed |
| 3 | The use of databases enhances my personal knowledge | 4.46 | 0.66 | Agreed |
| 3. | The use of databases enhances the quality of my teaching | 4.27 | 0.69 | Agreed |
| 4. | The use of databases orientates me of new research projects | 4.19 | 0.63 | Agreed |
| 5. | The use of databases makes my work easier | 4.18 | 0.58 | Agreed |
| 6. | Others | 4.01 | 0.67 | Agreed |
| 7. | The use of databases assists me in writing proposals for research grants | 3.97 | 0.67 | Agreed |
| | **Weighted average** | **4.29** | **0.61** | **Agreed** |

The results in Table 1 presents the lecturers' perception on the usefulness of using electronic databases in universities in South-west, Nigeria. Based on decision level of 3.0. The table shows that university lecturers in South-west, Nigeria agreed that databases were useful for their teaching and research. On the overall, the respondents unanimously agreed to all the constructs in Table 1 above. The study revealed that the use of electronic databases enhance the quality of lecturers' research, it enables lecturers to conduct research speedily, it enhances the quality of their teaching, it makes their work easier, it enhances their personal knowledge, and it assists them in writing proposals for research grants as well as orientating them of new research projects. It can be seen from the foregoing that the usefulness of electronic databases to university lecturers cannot be over emphasized. They all agreed that electronic databases were useful to them. This finding agrees with that of Uwaifo and Eiriemiokhale (2013) which reported that university lecturers in Edo State derive several benefits from the use of electronic information resources. The finding is also in consonance with that of Nwaogu and Ifijeh (2014) which found that lecturers in the University of Ibadan use e-journals for personal and academic reasons.

It is obvious that academic life has been drastically changed by the advent of electronic databases. It is evident from the finding that the utilization of electronic databases has the capability of improving the quality of teaching and research.

**Research Question 2: What is university lecturers' perception on the ease of using electronic databases in South-west, Nigeria?**

Table 2 presents the mean and standard deviation scores of lecturers' perception on the ease of using electronic databases in universities in South-west, Nigeria.

Table 2: Mean and Standard Deviation Scores of Lecturers' Perception on the Ease of Using Electronic Databases in Universities in South-west, Nigeria (n=804)

| S/N | Perception on ease of using electronic databases | Mean ($\bar{X}$) | SD | Remark |
|---|---|---|---|---|
| 1. | Learning to use databases is easy for me | 4.60 | 0.57 | Agreed |
| 2. | I find it easy with databases to access information whenever I desire | 4.56 | 0.70 | Agreed |
| 3. | It is easier for me to remember how to access information from databases | 4.27 | 0.44 | Agreed |
| 4. | I feel comfortable when using databases on my own | 4.16 | 0.79 | Agreed |
| 5. | Slow access speed makes databases usage frustrating | 3.82 | 0.48 | Agreed |
| 6. | I find it easy to access journals from databases than print format | 3.84 | 0.62 | Agreed |
| 7. | I find it easy with databases to complete my | 3.78 | 0.77 | Agreed |

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| | | | | |
|---|---|---|---|---|
| | research quickly | | | |
| 8. | Databases are inaccessible most times | 2.41 | 0.57 | disagreed |
| 9. | Using databases can be frustrating | 1.96 | 1.02 | Disagreed |
| 10. | I find it difficult to use databases except someone helps me | 1.32 | 0.63 | Disagreed |
| | **Weighted average** | **3.47** | **0.66** | **Agreed** |

Table 2 presents the perception of lecturers on the ease of use of electronic databases. Based on the decision level of 3.0, the table shows that university lecturers in South-west, Nigeria agree that the use of electronic databases was easy. The finding of this study shows that there was a positive reaction to the ease of use of electronic databases. The respondents exhibited positive perception towards ease of using electronic databases. The results revealed that learning to use databases was easy for lecturers, they agreed that they find it easy with databases to access information whenever they desire, it was easier for them to remember how to access information from databases, they feel comfortable when using databases on their own, they find it easy with databases to complete their research quickly, they find it easy to access journals from databases than print format. The results also revealed that slow access speed makes databases usage frustrating. The finding from this study agrees with that of Adeniran (2013) which discovered that a large portion of users made use of the e-resources mostly for research, assignments current awareness and other important information. However, the study of Eiriemiokhale and Aiyebelehin (2015) found that poor internet connection, slow downloading rate, lack of facilities to use electronic information resources, and limited access and restrictions were the major problems encountered when using electronic databases.

The positive attitude of lecturers towards ease of using of electronic databases in South-west, Nigeria can be linked with the constant workshops and training on the use of Information and Communication Technology (ICT) organized for lecturers by university managements.

**Hypothesis 1:** There is no significant relationship between perceived ease of use and usage of databases by lecturers in South-west, Nigeria.

Table 3 presents the summary of PPMC analysis of correlation between perception of lecturers on the ease of use of databases and usage of databases in universities in South-west, Nigeria.

Table 3: Summary of PPMC Analysis of Correlation between Perception of Lecturers on the Ease of Use of Databases and Usage of Databases in Universities (*N*=804)

| **Variable** | **Mean** ($\bar{X}$) | **SD** | **df** | **Cal. r value** | ***p*-value** | **Decision** |
|---|---|---|---|---|---|---|
| Ease of Use | 34.72 | 3.42 | | 0.23 | 0.000 | **Rejected** |
| Usage of Databases | 52.46 | 10.17 | 802 | | | |

$p < 0.05$

Analysis of data in Table 3 summarizes the PPMC results of correlation between perceived ease of use of electronic databases and their usage by lecturers in universities. The result indicated that there is a positive correlation between ease of use of electronic databases and usage of databases. Since *p*-value is less than 0.05 significance level, the hypothesis was rejected. This means there was significant correlation between perceived ease of use and usage of databases by lecturers in South-west, Nigeria. Thus, it can be stated that ease of using electronic database statistically significantly correlated with usage of electronic databases (PPMC r value = 0.23, $p<0.05$). This result agrees with that of Ramayah and Aafaqi (2004) which stated that self-efficacy has a significant direct impact on perceived ease of use when predicting e-library usage.

It can be deduced from this finding that the when a lecturer finds an electronic database easy to use, it will motivate him to use more of electronic databases. The ICT skills of the lecturers have a role to play in making electronic database use easy or difficult. A lecturer who has high level of ICT skills will find the use of electronic databases easy. Such ICT skills will motivate lecturers to navigate electronic databases and use them for teaching and research.

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**Hypothesis 2:** There is no significant relationship between perceived usefulness and usage of databases by lecturers in universities in South-west, Nigeria.

Table 4 presents summary of PPMC analysis of correlation between perception of lecturers on the usefulness of databases and usage of databases in universities in South-west, Nigeria.

Table 4: Summary of PPMC Analysis of Correlation between Perception of Lecturers on the Usefulness of Databases and Usage of Databases in Universities (n=804)

| **Variable** | **Mean ($\bar{X}$)** | **SD** | **df** | **Cal. r value** | ***p*-value** | **Decision** |
|---|---|---|---|---|---|---|
| Usefulness of Databases | 15.15 | 5.65 | | **0.62** | 0.000 | **Rejected** |
| Usage of Databases | 52.46 | 10.17 | 802 | | | |

$p < .05$

Table 4 summarizes the PPMC results of correlation between perceived usefulness of electronic databases and usage of electronic databases by lecturers in South-west universities. The result indicated that there is a positive correlation between usefulness of electronic databases and usage of electronic databases. Since *p*-value is less than 0.05 significance level, hypothesis 2 was rejected. This means there was significant correlation between perceived usefulness and usage of databases by lecturers in South-west, Nigeria. Thus, it can be stated that usefulness of electronic database statistically significantly correlated with usage of electronic databases (PPMC r value = 0.62, $p<0.05$). This finding supports that of Ogunrewo and Osundina (2015) which stated that electronic information resources offer great opportunity in terms of speed, error free, time saving, more economical and not tedious for university lecturers to obtain and use needed information in order to improve their teaching effectiveness and research productivity.

It is deduced from this finding that the benefits derivable from using electronic databases by university lecturers influences the use of electronic databases. The benefits are capable of attracting lecturers to consistently rely on electronic databases for necessary information required for teaching and research.

**Summary of Findings**

Findings of the study were that:

i. The use of electronic databases by university lecturers in South-west, Nigeria enhances the quality of their research; it enables them to conduct research speedily; it enhances the quality of their teaching; it makes their work easier; it enhances their personal knowledge; it assists them in writing proposals for research grants as well as orientating them of new research projects among other benefits.

ii. University lecturers in South-west, Nigeria have positive perception towards the ease of use of electronic databases. They all indicated that it was easy for them to use electronic databases.

iii. Perceived ease of use of electronic databases has significant correlation with usage of electronic databases by lecturers in universities in South-west, Nigeria.

iv. Perceived usefulness of electronic database has significant correlation with usage of electronic databases by university lecturers in South-west, Nigeria.

**Conclusion**

The study concluded that university lecturers in South-west, Nigeria derive many benefits from using electronic databases. They find it easy to use of electronic databases. The study further revealed that the ease of using electronic databases and the usefulness derived from using electronic databases can influence the use of electronic databases by university lecturers in South-west, Nigeria.

**Recommendations**

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

i. In order to increase electronic databases usage by lecturers, university libraries should expand their library orientation programmes, constantly distribute fliers and send notifications via e-mails and sms.

ii. University libraries should regularly organize training for lecturers on the use of electronic databases.

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# THE UTILIZATION OF CONTEXTUALIZED LEARNING ACTIVITIES IN DEVELOPING THE STUDENTS RESEARCH AND ICT CAPABILITIES

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**ABSTRACT**

This study recognizes and examine the utilization of contextualized learning activities to develop students research skills and ICT capabilities of senior high school particularly Grade 11 and 12. Contextualization of activities widen the view and perspective of students with the help of ICT to develop the traditional pedagogical model of knowledge into active, collaborative and autonomous learning. The application of technology specifically ICT plays a vital role in motivating and encourage students to be more engage in different activities. The results shows that most of the participants placed moderate 43.5% to high importance 40% on having an internet that could support collaborative grant writing. Most of the participants attributed high importance to learning to interact with the online learning management system. Most of the participants agreed that social media should being more actively utilized for diverse activities for academic and research purposes.

**Keywords**: ICT, research, utilization, contextualized

## Introduction

*I. Context and Rationale*

This part of the action research presents the nature, extent and salience of the identified problem or issue and the different aspects of the action research setting showing in depth and critical analysis of the situation.

Research skills are the ability to search for, find, collect, analyze, interpret and evaluate information that is relevant to the subject being studied. Research shapes the future, it teaches us new things and helps us adapt and evolve while ICT skills refers to the ability of the everyday usage of digital technology which includes the use of computer, tablet or mobile phone, send email, browse the internet, make a video.

The internet is a huge part of researching and internet is only applicable with the use of computer the inability of using computer leads to the inability of research skills in fact home access to e-mail and the extent to which students use the home computer for surfing, e-mailing, chatting and text processing were found to be substantially related to Internet and computer skills which are basically ICT Skills. Therefore in order to maximize internet research skills one must boost his ICT Skills (Kuhlemeier & Hemker 2005).

In the Philippines, senior high school students find it hard to develop research skills and in fact Santos (2019) mentioned it presenting reviews of related literature (8-10 pages) is an area the requires improvement among senior high school researchers. Further, Paurillo (2019) majority of students in Quezon City reported to be lacking motivation in research writing and the minimum score was found for interest in writing.

In the recent assessment conducted by the researcher, the Grade 11 and 12 researchers of Holy Spirit National High School found out the following difficulties among senior high schools learners: a.) time management-most of the time their minds are pre-occupied, b.) not enough background knowledge, c.) not all of them are having their own media devices that can help them improve their output, d.) inappropriate quantitative information of probability concept leading to incorrect use, e.) difficulties in arranging sample

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space, events, and mathematical models related to probability problems, f.) students had difficulties in understanding the principles of events and prerequisite concept.

In terms of ICT Skills, the following difficulties are prevalent among senior high schools learners: a.) inability of computers and Internet facilities at home and universities, b.) difficulties in basic skills like MS Word, MS Power Point, Searching and Browsing at Internet, Social networking, Email and File attachment, c.) inability to understand and used digital library, discussion forums, and Blogs, focused and management of time since the learners spend more time on computers for recreational and other purposes than for academic purpose, d.) Slow speed of computers, signal problem in Internet, virus threat, poor working condition of computers, load shedding and lack of access of Internet.

To aid the problems mentioned above the researcher will utilize the contextualized learning activities in Developing the Students Research and ICT Capabilities among Grade 11 and 12 Students of Holy Spirit National High School for the school year 2019-2020.

## *II. Action Research Questions and Objectives*

The action research will aim to examine the effect of contextualized learning activities in developing the Students Research and ICT Capabilities among Grade 11 and 12 Students of Holy Spirit National High School for the school year 2019-2020.

Specifically it sought to answer the following questions:

1. What is the level of Students Research and ICT Capabilities of the learners before the contextualized learning activities?
2. What is the level of Students Research and ICT Capabilities of the learners after the contextualized learning activities contextualized learning activities?
3. Is there a significant difference on the level of Students Research and ICT Capabilities before and after the integration of contextualized learning activities?

### **Action Research Objectives**

The action research will aim to examine the effect of contextualized learning activities in developing the Students Research and ICT Capabilities among Grade 11 and 12 Students of Holy Spirit National High School for the school year 2019-2020.

Specifically it sought to answer the following questions:

1. Find out level of Students Research and ICT Capabilities of the learners before the contextualized learning activities.
2. Determined the level of Students Research and ICT Capabilities of the learners after the contextualized learning activities.
3. Ascertain any significant difference on the level of Students Research and ICT Capabilities before and after the integration of contextualized learning activities.

## ***III.* Propose Innovation, Intervention ad Strategy**

The proposed strategy of the study is the contextualized learning activities. Contextualized teaching and learning builds upon a similar concept of putting academic activities into perspective to achieve the best teaching and learning outcomes. Researchers and academics Berns, Robert G. and Erickson, Patricia M. published a paper that defines contextualized learning as a practice that endeavors to link theoretical constructs that are taught during learning, to practical, real-world context. This will method will be used by the researcher in the study.

**Why use a contextual learning approach was used by the researcher in this study?**

For any teaching and learning approach to be adopted as an acceptable pedagogy, it must demonstrate that its core principles are in keeping with the broader body of pedagogical findings.

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Contextualized teaching and learning approaches have been proven to be grounded in:

1) Pedagogical theory: Contextual learning activities are aligned with the mainstream pedagogical body of knowledge, including Motivation Theories, Social Learning Theories, Problem-centered Learning and modern psychological and physiological research around how human brains learn.

2) ―Real world‖ application: Rather than teach for the abstract or theoretical world, using contextual learning strategies helps companies prepare their employees to take on real -world challenges that their staff faces in the workplace.

3) Specificity: Because the contextual learning approach to training a workforce relies on ―context‖, trainers can offer content built to deal with company-specific context in mind.

4) Speed: By focusing on the ―big picture first‖ (more on this later), this training approach trains employees much quicker than the traditional ―crawl…toddle…walk…run‖ approach. While other training approaches might also work well, the inclusion of contextual learning examples as part of corporate training will help produce a workforce that's more adept at real-world problem solving.

**The following steps and suggestions will be used by the researcher in crafting and implementing contextualized learning activities as suggested by Berns, Robert G. and Erickson, Patricia M.**

1) Design with the most relevant approach in mind

There are a number of contextual learning strategies that you can implement, including Knowledge-based, Skills-based and cognitive approaches. Make sure that you choose the strategy that's most appropriate to the learning you wish to impart to your audience.

For example, while a skills-based approach might work in one context, in another it might ignore the practical application required to effectively transfer knowledge regarding a specific learning objective.

2) Design for effectiveness

For a contextualized approach to learning to be effective, it's not sufficient to just impart the knowledge or skills required to achieve a learning objective. You need to design activities that also teach the procedures, processes and discipline on how and when to apply those skills and t hat knowledge in a given context.

3) Design for transference

Often, when an employee moves from one position to another (horizontally, laterally or even externally, to another organization), they need to be able to transfer their skills, knowledge and experiences to that new environment.

A research-based publication of the Commission on Behavioral and Social Sciences and Education National Research Council found that much greater transfer of knowledge takes place when information is organized in a conceptual framework. When that happens, learners were found to be more adept at applying what they learned to newer situations in the workplace.

Therefore, it is important that you design your contextualized learning activities in a way that learners are able to adapt and transfer them to newer contexts, as opposed to relating them to just one specific context.

4) Design with social consciousness

The typical workforce today is highly multicultural, with employees coming from different ethnicities, cultural and social backgrounds. Therefore, it is imperative that when pulling together contextualized learning activities as part of a course, you also factor in those social ―nuances‖.

In some cultures, for instance, it may not be appropriate for male and female colleagu es to participate in two-person activities. As a result, learners with specific cultural backgrounds might be resistant to absorbing new information/skills using a contextual learning approach that challenges their ingrained social norms.

In such a situation, slightly changing the makeup of the learning team, perhaps into a small

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group configuration (as opposed to one male and one female), might create a better context for learning to be transferred more effectively.

5) Design iteratively

Compared to traditional approaches, contextual learning involves a slightly different approach to designing learning activities. You need to be more iterative in designing learning content, by starting with an immediate focus on broad contextualized learning activities that learners need to perform as part of their daily work routine first.

You can then build supporting contextual learning activities that focus on the basic skills and knowledge required to effectively carry out those broad activities. This approach is repeated in several iterations, enabling learners to get a better appreciation of the ―big picture‖ first; and therefore subsequently grasp the ―smaller‖ nuances that make up that broader view.

6) Design for groups

The most successful contextual learning strategies are those that are designed with groups of learners in mind– as opposed to focusing on individual learners. That's because in the real world, learners must interact with fellow workers, supervisors, management teams, and a host of other individuals and groups. By designing your contextual learning activities with groups of interdependent learners in mind, you stand a better chance that learning will mimic the real world where these individuals will subsequently interact. In designing group learning, you'll also leverage the power of individuals learning from other individuals – something that routinely occurs in the workforce today.

7) Design assessments appropriately

When designing your contextualized approach to learning, you should evaluate learners based on authentic assessments, instead of measuring their command of remembering or blindly performing specific activities. Jon Mueller, Professor of Psychology, defines authentic assessment as assessments where learners are required to show their command of what they learned, by applying that knowledge and those skills to real-world tasks. Assessing the outcomes of contextualized learning activities based on authentic assessment will ensure that transfer of learning has actually occurred and that employees are well equipped to put the skills and knowledge learned to effective use in their workplaces.

**Additional contextualized learning activities to be conducted inside the classroom for the study.**

First, Create conditions for interdisciplinary collaboration so that basic skills and content area instructors can familiarize each other with their curricula, assessment approaches, standards, and teaching techniques (E. Baker et al., 2009; Greenleaf et al., 2010; Kalchik & Oertle, 2010; Perin, 2005; Shore et al., 2004; Stone et al., 2006).

It is important that instructors visit each other's' classrooms, discuss their educational philosophy and instructional techniques, jointly analyze the literacy and math demands of content instruction, look for intersects between their instructional topics, and collaborate to align curricula so that students can be taught reading, writing, or math skills that are directly applicable to the subject areas they are learning. Substantial time is required for this effort.

Second, provide ongoing professional development, led by trainers who have experience in contextualization, to initiate and support contextualization. Professional development leaders should be experts from within the institution rather than outsiders (Kozeracki, 2005). Formal professional development should be conducted with interdisciplinary groups of instructors and should be designed to meet tangible targets for implementing contextualized or integrated courses. Evidence-based professional development methods should be utilized, such as interdisciplinary inquiry-based approaches that involve coaching and intensive institutes (Greenleaf et al., 2010).

Further, professional development should be guided by common cross-discipline agreement on desired learning outcomes for contextualization and means of achieving them (E. Baker et al., 2009). Follow-up activities and supportive monitoring should be provided after the conclusion of formal

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training sessions to maintain instructors' interest in and ability to contextualize or integrate basic skills instruction. Greenlea et al. (2010) noted that ―A long history of research in reading has demonstrated that reading comprehension strategies are not often taught in subject-area classes, even when teachers are trained to use these strategies during subject-area teaching. To avoid this situation, follow-up coaching and support of respected instructional leaders will be needed.

Third, develop assessment procedures that incorporate both basic skills and content area knowledge to evaluate the effects of contextualization. For example, in Shore et al.'s (2004) study, developmental math and allied health instructors collaborated to create allied health math problems. Both De La Paz and Felton (2010) and Perin et al. (2010) included measures of content accuracy in instruments to measure contextualized writing, and Guthrie et al. (1999) developed fine -grained assessment methods that simultaneously measured reading comprehension strategies and science knowledge. It appears that such measures will need to be locally developed, because disciplinary curricula tend to change, and conventional standardized tests do not capture students' progress in contextualized basic skills (Greenleaf et al., 2010), although customized subject-specific basic skills tests can be developed and normed (Lazar et al., 1998).

Fourth, as the basis of contextualization of basic skills instruction in community colleges, select discipline-area courses that are needed for graduation by large numbers of students but that also have high failure rates. Because contextualization is a labor-intensive initiative, it will be necessary to select courses for implementation. Initial attempts should focus on courses that have the highest need, represented by failure rates. Anecdotal evidence suggests that introductory science courses such as anatomy and physiology that are required for graduation by popular majors such as allied health may be a useful place to start, since these courses display high failure rates, and descriptive and quantitative studies are available on the contextualization of basic skills instruction in science content (Bulgren et al., 2009; Guthrie et al., 1999; McDermott, 2010; Perin et al., 2010; Shore et al., 2004).

Fifth, when contextualized courses are established, collect outcome data for examination by instructors and administrators alike. For example, the use of evidence to guide instructional practice in community colleges is a central reform strategy of Lumina Foundation's Achieving the Dream initiative (Achieving the Dream, 2005). Instructors who implement contextualization and administrators who support this effort should be made aware of both short- and longer-term outcomes, such as the rate of passing basic skills and disciplinary courses, grade point average, semester-to-semester retention, and degree or certificate attainment. Evaluating contextualization in this way will indicate whether the effort is worthwhile,

## *IV.* Action Research Methods

The study will utilize the principles of a one-group pretest–posttest design which is a type of research design that is most often utilized by behavioral researchers to determine the effect of a treatment or intervention on a given sample. This research design is characterized by two features. The first feature is the use of a single group of participants (i.e., a one-group design). This feature denotes that all participants are part of a single condition—meaning all participants are given the same treatments and assessments. The second feature is a linear ordering that requires the assessment of a dependent variable before and after a treatment is implemented (i.e., a pretest–posttest design). Within pretest–posttest research designs, the effect of a treatment is determined by calculating the difference between the pre and post assessment of the dependent variable. The difference on the before and after the intervention will be observed. The researcher will employ the descriptive statistics such as average mean and percentage score in finding level of academic performance and paired sample t-test to find out any significant difference before and after the integration of the instructions.

a. Participants and/or other Sources of Data and Information

Details of the participant of the study will be provided including the number, characteristics, sampling procedure and/or other sources of data and information. The study will focus on the implementation of

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contextualized learning activities in Developing the Students Research and ICT Capabilities among Grade 11 and 12 Students of Holy Spirit National High School for the school year 2019-2020. These learners has the following difficulties in terms of research capabilities: a.) time management-most of the time their minds are pre-occupied, b.) not enough background knowledge, c.) not all of them are having their own media devices that can help them improve their output, d.) inappropriate quantitative information of probability concept leading to incorrect use, e.) difficulties in arranging sample space, events, and mathematical models related to probability problems, f.) students had difficulties in understanding the principles of events and prerequisite concept.

In terms of ICT Skills, the following difficulties are prevalent among senior high schools learners: a.) inability of computers and Internet facilities at home and universities, b.) difficulties in basic skills like MS Word, MS Power Point, Searching and Browsing at Internet, Social networking, Email and File attachment, c.) inability to understand and used digital library, discussion forums, and Blogs, focused and management of time since the learners spend more time on computers for recreational and other purposes than for academic purpose, d.) Slow speed of computers, signal problem in Internet, virus threat, poor working condition of computers, load shedding and lack of access of Internet.

The identified learners will be specifically chosen to be the respondents of the study using a purposive. The main source of data for the study will be the pre and post assessment method using observation checklist made by the researcher which undergone experts review and pilot testing. In order to attain the validity and reliability of the result member checking and inter-rater will be employed. The result of the assessment will be shown to the participants for feed backing and another assessment will be done by another English teacher to compare with the assessment conducted by the researcher to attain consistency which are basic reliability factors. The instruments will be used in the study contained structured reading activities and questions basically to draw specific information relative to the objectives of the study. The researcher will employ the descriptive statistics such as average mean and percentage score in finding level of comprehension before and after the integration of the reflective method.

b. Data Gathering Methods and Ethical Issues to be considered

This proposal explains why the selected data gathering method is suited to the nature and purpose of the action research. The data gathering methods will be aligned with the research questions. Research instrument, are appropriate for obtaining the desired kind of data/information. A research proposal will be submitted to the office of the Research and Development Section of the Schools Governance and Operation Division Unit of the Division office for the School Year 2019-2020. The approved research proposal will be considered as the permission of the study a work plan will made by the researcher as guide in the conduct of the study. Before the conduct of the training a pre assessment through self-assessment checklist will be conducted by the researcher, in a minimum of 3 months the researcher will conduct a post assessment to check the level of parents' involvement before and after the intervention. All the protocols will be strictly followed in order to implement the research smoothly. The data to be gathered shall be treated with utmost confidentiality and to be utilized for the above-stated purpose only.

Ethical issues and consideration will strictly followed in the conduct of the study. A written permission will secured to the higher authorities in the Department of Education. The results of the assessment will be kept in private with the principle of anonymity. Furthermore, students will not undergo any harmful process within the procedure of the conduct if the study.

c. Data Analysis Plan

The selected method of data analysis is shown to be appropriate to the nature of the data/information gathered and for addressing the research question(s). The researcher will employ the descriptive statistics such as average mean and percentage score in finding level of reading comprehension before and after the integration of the reflective method. Moreover, a t-test for difference in means will be employed to find out

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significant difference on the level of reading comprehension before and after the integration of the reflective method.

| Phase | Objectives | Statistical Analysis | Mode of Presentation |
|---|---|---|---|
| Pre analysis | To be able to conduct a statistical test on the reliability of the research instruments thus providing reliable and credible research tool for credible data presentation. | Reliability Test | Tables |
| On Analysis | To be able to apply the necessary statistical tools on data drawn from a reliable questionnaire for analysis and interpretation. | Descriptive statistics specifically T-test and Averaging. | Tables |
| Post Analysis | To be able to review the process, result and interpretations of the necessary statistical tools used in drawing the presentation of the action research result. | Descriptive statistics specifically T-test and Averaging. | Tables |

## *V.* Action Research Work plan and Timelines

To ensure the proper conduct of the research in the most desired time, the action research work plan will be followed by the researcher. A detailed work plan below will be provided covering the start to completion of the action research. Timelines are realistic and shows concretely how the action research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken.

| Phase and Objectives | Target Date | Research Activity | Persons Involved |
|---|---|---|---|
| | | | |
| Phase 1 Preliminaries<br>To be able to prepare. Gather and consult relative information to the research for directions and guidelines purposes. | Whole month of June | Preliminary activities before the conduct of the research | Researcher and the external consultants |
| To be able to prepare the research manuscript in the desired course of action for research approval herein the division office. | June 20, 2020 | Preparation of the proposal manuscript | Researcher and the external consultants |
| To be able to consult and gather advices from circle of experts for guidelines and technicalities of the study. | June 28, 2020 | Conference with the research consultant | Researcher and the external consultants |
| To be able to uplift oneself on technical pedagogy relative to the strategy used as intervention of the study | Whole month of June | Preparation and in depth study of the strategies | Researcher and the external consultants |
| To be able to conduct a pre | First week | Pre assessment | Researcher and |

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| | | | |
|---|---|---|---|
| assessment which will served as the starting foot and the preliminary course of action relative to the research. | of July | | the participants of the study |
| Phase 2 Implementation<br><br>To be able to conduct a smooth manner of strategical intervention using technical guidelines and the pedagogical maneuvers. | July to August 2020 | Conduct a smooth manner of strategically intervention using the Method following the technical guidelines and the pedagogical maneuvers. | Researcher and the participants of the study |
| To be able to finalize all the necessary needs for the conduct of the research from July to August with the approval and perusal of the school principal. | July to August 2020 | Finalization of the intervention Method | Researcher |
| To be able to implement the program as mode of intervention of the study. | July to August 2020 | Integration of the Reflective Method | Researcher and the participants of the study |
| Phase 3<br>Post Assessments<br>To be able to conduct the post analysis, interpretation and prepare the final manuscript for finalization of the study. | Whole month of December | Conduct the post analysis, interpretation and prepare the final manuscript for finalization of the study. | Researcher and the external consultants |
| To be able to apply the necessary statistical data analysis for the Analysis of the desired data. | First Week of December | Analysis of Data | Researcher and the external consultants |
| To be able to interpret the data in line with the research study questions with the external consultant | Second Week of December | Interpretation with the external consultant | Researcher and the external consultants |
| To be able to finalized the research manuscript. | Last week of December | Preparation of the final manuscript | Researcher and the external consultants |

*VI.* Cost Estimates

A detailed breakdowns of items with their corresponding cost will be furnished. The item and cost reasonably reflect the funding needs of the action research and adhere to the guidelines of BERF guidelines. The overall plan reflects the proponent’s capacity to project specific expenses.

| Phase and Objectives | Target Date | Research Activity | Estimated cost |
|---|---|---|---|
| Phase 1 Preliminaries<br>To be able to prepare. Gather and consult relative information to the research for directions and guidelines purposes. | Whole month of June | Preliminary activities before the conduct of the research | |
| To be able to prepare the research manuscript in the desired course of action for research approval herein the division | June 20, 2020 | Preparation of the proposal manuscript | Php. 500.00 |

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| | | | |
|---|---|---|---|
| office. | | | |
| To be able to consult and gather advices from circle of experts for guidelines and technicalities of the study. | June 28, 2020 | Conference with the research consultant | Php. 500.00 |
| To be able to uplift oneself on technical pedagogy relative to the strategy used as intervention of the study | Whole month of June | Preparation and in depth study of the strategies | Php. 500.00 |
| To be able to conduct a pre assessment which will served as the starting foot and the preliminary course of action relative to the research. | First week of July | Pre assessment | Php. 500.00 |
| Phase 2 Implementation<br><br>To be able to conduct a smooth manner of strategical intervention using technical guidelines and the pedagogical maneuvers. | July to August 2020 | Conduct a smooth manner of strategically intervention using following the technical guidelines and the pedagogical maneuvers. | Php. 500.00 |
| To be able to finalize all the necessary needs for the conduct of the research from July to August with the approval and perusal of the school principal. | July to August 2020 | Finalization of Reflective Method | Php. 500.00 |
| To be able to implement the program as mode of intervention of the study. | July to August 2020 | Integration of the training program | Php. 500.00 |
| Phase 3<br>Post Assessments<br>To be able to conduct the post analysis, interpretation and prepare the final manuscript for finalization of the study. | Whole month of August | Conduct the post analysis, interpretation and prepare the final manuscript for finalization of the study. | |
| To be able to apply the necessary statistical data analysis for the Analysis of the desired data. | First Week of August | Analysis of Data | Php. 500.00 |
| To be able to interpret the data in line with the research study questions with the external consultant | Second Week of August | Interpretation with the external consultant | Php. 500.00 |
| To be able to finalized the research manuscript. | Last week of August | Preparation of the final manuscript | Php. 500.00 |
| | | Total: | 4, 500.00 |

## *VII.* Plan for Dissemination and Advocacy

Dissemination and utilization of research results crucial in the achievement of learning outcomes and improve teaching and learning and governance in the school. The researcher will take measured to ensure the dissemination and utilization of research results in various settings across levels. The table below shows a comprehensive plan for dissemination and advocacy as far as the research is concern.

| Objectives | Planned Activity |
|---|---|
| To be able to present the outcomes of the study in the | Present the research outcome as |

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| | |
|---|---|
| SLAC session. | speaker/facilitator in the SLAC Session |
| To be able to present the outcomes of the study in district level training for teachers. | Present the research outcome as speaker/facilitator in the district level seminar or trainings. |
| Present the research outcome in one of the Division Trainings of the Division Southern Leyte | Present the research outcome as speaker/facilitator in the Division Trainings of the Division. |
| Enhance research as basis for deeper study relative to equation model and theory making | Set down and conceptualized another study in a deeper context involving more variables. |

## *VIII.* DISCUSSION OF RESULTS AND RECOMMENDATIONS

The survey was sent to 100 student – participants out of 350 total population of senior high school with 28.57% response rate. Most of the student-participants were male with 57% and 43% female. 54.1% placed a high importance on learning the available research capabilities of the senior high students. Most of the participants placed moderate 43.5% to high importance 40% on having an internet that could support collaborative grant writing. Most of the participants attributed high importance to learning to interact with the online learning management system. Most of the participants agreed that social media should being more actively utilized for diverse activities for academic and research purposes.

ICT has brought everything available at the finger touch. In today's era ICT has occupied every aspect of life and research is one of them. ICT has its prominent importance in research and allied aspects of it. May it be literature survey, data collection, data processing and analysis; in every aspect ICT proven itself as a time saver, accuracy maintainer and making things simplified. Ultimately it leads to speed up in researching new things.

## *IX.* References

**Legal Basis**

Republic Act 10533 Enhanced Basic Education Act of 2013 Section 5, Item H Under Curriculum Development: ―The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.

• DepEd Order No. 32 S. 2015 Adopting IPEd Framework, Page 15, 16 under Key Elements of an Indigenous Peoples Education Curriculum, Number 4 ―Learning Resources - Instructional Materials and other learning resources shall be developed and utilized with the described curriculum contact and teaching-learning process‖

• Deped Order No. 76 S. 2011 National Adoption and Implementation of LRMDS ―The LRMDS Framework serves as the guideline instrument for the implementation and ongoing operation of LRMDS at all levels of DepEd. It is supported by guidelines and process documents for all sub-systems, a quality assurance framework, standards and specifications‖

• DepEd Memo No. 82 S. 2017 LRMDS Implementation in the Rationalized DepEd Structure ―The LRMDS is a system designed to support increased distribution and access to learning, teaching and professional development resource at the Central Office, Regional Office, Schools Division Offices and school/cluster levels of DepEd. The system also includes the standards, specifications, and guidelines for assessing and evaluating, acquiring & harvesting, modifications, development and production of learning resources.‖

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• DepEd Order No. 66 S. 2007 Revised Guidelines on the Appointment and Promotion of Other Teaching,

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Related Teaching and Non-Teaching Positions - Point System for Innovation

• Regional Memo No. 161 S. 2015 Implementation of the Regional Internal Guidelines / Policies for Appointment and Promotion Section 4: Innovations under item number 4: ―Contextualization of learning materials is an innovation‖

• Division Memo No. 99 S. 2018 Implementation of the Division Internal Guidelines for Appointment and Promotion - Section 4: Innovations under item number 5: ―Contextualization of teaching and learning materials is an innovation‖ - Point System for innovation

**Researches, Article, BlogSpot and Books**


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I. Action Research Instrument

**The Utilization of Contextualized Learning Activities in Developing the Students Research and ICT Capabilities.**

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**Name of the teacher observer (Optional): __________________________**

**Part I.** Fluency in Reading

Instructions: Observed your students and think well on to what extent they manifested the following indicators. When answering the following statement please encircle the number that corresponds your response.

**Legend:**

| *Scale* | *Range* | *Descriptive Rating* | *Qualitative Interpretation* |
|---|---|---|---|
| 5 | 4.51 – 5.00 | Always (A) | Very High Level |
| 4 | 3.51 – 4.50 | Most of the Time (MT) | High Level |
| 3 | 2.51 – 3.50 | Oftentimes (OT) | Moderately High Level |
| 2 | 1.51 – 2.50 | Sometimes (ST) | Low Level |
| 1 | 1.00 – 1.50 | Never (N) | Very Low Level |

*Questions with (*) are negative questions thus scoring is reverse.*

| **Research Capabilities** | | | | | |
|---|---|---|---|---|---|
| 1 Report writing | **1** | **2** | **3** | **4** | **5** |
| 2 Data collection | **1** | **2** | **3** | **4** | **5** |
| 3 Analysis of information from different sources | **1** | **2** | **3** | **4** | **5** |
| 4 Finding information off the internet | **1** | **2** | **3** | **4** | **5** |
| 5 Critical thinking | **1** | **2** | **3** | **4** | **5** |
| 6 Planning and scheduling | **1** | **2** | **3** | **4** | **5** |
| 7 Interviewing | **1** | **2** | **3** | **4** | **5** |
| 8 Critical analysis | **1** | **2** | **3** | **4** | **5** |
| 9 Check Sources. | **1** | **2** | **3** | **4** | **5** |
| 10 Go Beyond the Surface | **1** | **2** | **3** | **4** | **5** |
| 11 Patient and Respect Ownership | **1** | **2** | **3** | **4** | **5** |
| 12 Use Your Networks | **1** | **2** | **3** | **4** | **5** |
| Mean score of the assessment: | **1** | **2** | **3** | **4** | **5** |
| **Information and Communication Skills** | | | | | |
| 1. The ability to use computer operating systems, to access software programs and manage the basic functions of a computer. | **1** | **2** | **3** | **4** | **5** |
| 2. Being able to confidently use core computer programs to produce common digital information such as Word documents and PowerPoint presentations. | **1** | **2** | **3** | **4** | **5** |
| 3. Organize and analyze information with the help of computer spreadsheet and database software | **1** | **2** | **3** | **4** | **5** |
| 4. The ability to communicate and interact with other ICT users through the use of internet and email. | **1** | **2** | **3** | **4** | **5** |
| 5. Create and engage with digital information for a specific task | **1** | **2** | **3** | **4** | **5** |
| Mean score of the assessment: | **1** | **2** | **3** | **4** | **5** |
| Over all Mean of the assessment: | **1** | **2** | **3** | **4** | **5** |

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II. Rubrics

| Main Criteria | Low ⟷ High | | | | Score |
|---|---|---|---|---|---|
| Context (15) | Not Described (no points) | The action research proposal presets a general description of the problem or issue as its focus of inquiry (8 points) | The educational relevance and timeliness of the problem or issue are shown. The need to conduct action research as a way to address or improve the situation is explained. (12 points) | The nature, extent and salience of the identified problem or issue are comprehensively discussed. Different aspects of the action research setting are elaborated showing in depth and critical analysis of the situation. (15 points) | |
| Proposed Intervention, Innovation and Strategy (15) | Not Presented (no points) | The action research proposal mentions and intervention , innovation or strategy to be tried out to address the problem or issue (8 points) | The proposal outlines when and where the intervention, innovation will involve. Activities to be undertaken are stated. (12 points) | The rationale, extent and limitation of the intervention, innovation or strategy are explained in detail. Its plausibility as a way to address the problem or issue is given support. (15 points). | |
| Action Research Questions (30) | Not Stated (no points) | The action research proposal has a stated aim, objective, or general research questions (s). (15 points) | The research question(s) or the focus of inquiry , key elements of the research question (s) are reflected in the title of the proposal (25 points) | The research question(s) logically proceeds from the context of the inquiry. It clearly relates to the identified problem or issue, and covers the desired change or improvement (30 points). | |

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| | | | | | |
|---|---|---|---|---|---|
| Participants of the Study (10) | Not Stated (no points) | The action research proposal states the target participants and/or other sources of data and information (ex: Learners, Teachers, documents, realia, learner's product , others) (5 points) | | Details are provided about the target participants. (ex: number , characteristics, sampling procedure if any) and/or other sources of data and information. Clear rationale for their inclusion in the study is given. (10 points) | |
| Data Gathering (10) | Not Described (no points) | The action research proposal presents a description of the method(s) to be employed for gathering the data. (5 points) | Details of the data gathering method(s) are provided: the specific kind of data, how and when they will be collected (ex: pre-test and post-test score,). Research instrument if any are described (ex: test, scale, survey, questionnaire, checklist, interview guide and others). (8 points) | The proposal explains why the selected data gathering method(s) is suited to the nature and purpose of the action research. The data data gathering method(s) is aligned with the research question(s). Research instrument, if any are appropriate for obtaining the desired kind of data/information. (10 points) | |
| Data Analysis Plan (10) | Not Stated (no points) | The action research proposal present a general description of how the gathered data/information will be analyzed. (5 points) | Details of the method(s) of data analysis are given. Techniques (ex: quantitative/statistical, qualitative or both methods), as well as tool (ex: software) to be employed are specified. (8 points) | The selected method of data analysis is shown to be appropriate to the nature of the data/information gathered and for addressing the research question(s). (10 points) | |
| AR Research Work Plan and | Not Included (no points) | The action research proposal includes a list of major activities and their timelines. (3 points) | | A detailed work plan is provided covering the start to completion of the action research. | |

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| | | | | |
|---|---|---|---|---|
| Timelines (5) | | | Timelines are realistic and shows concretely how the action research will unfold over the allowed period. The overall plan reflects the proponent's capacity to concretize ideas into clear and sequential steps to be undertaken. (5 points). | |
| Cost Estimates (5) | Not Included (no points) | The action research proposal includes a major items and their estimated costs. The total cost is shown. (3 points) | A detailed breakdowns of items with their corresponding cost is furnished. The item and cost reasonably reflect the funding needs of the action research and adhere to the guidelines of BERF guidelines. The overall plan reflects the proponent's capacity to project specific expenses that she or he be accountable for. (5 points) | |
| | | | Total Score: | |
| Remarks: | | | | |

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# THE ROLE OF OUR RELIGIOUS AND SPIRITUAL HERITAGE IN THE FORMATION OF A SENSE OF PROUD IN YOUNG PEOPLE

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**ABSTRACT**

*The richness of religious monuments in our country, the fact that Islam is one of the most developed regions in the world, allows to successfully develop religious tourism. This article highlights the ancient past of our people and the role of national spiritual values in the lives of young people.*

***Keywords:*** *"World Heritage", the Great Silk Road, monuments, customs, pilgrimages, youth, Zoroastrians, Sogdians, Bactrians.*

## Introduction

Today, the main purpose of many tourists from Muslim countries such as Malaysia, Indonesia, Pakistan, Saudi Arabia, Afghanistan, Turkey, the United Arab Emirates is to visit the religious monuments in our country.

From the first days of independence, a lot of amazing work has been done to preserve our ancient traditions and customs, to immortalize the memory of our great ancestors, to beautify their blessed shrines and shrines.

With its many historical and architectural monuments, diverse climate and rapid development, Uzbekistan attracts the attention of the whole world. At the same time, Uzbekistan is becoming one of the fascinating tourist destinations for those who are interested in entrepreneurship, culture, history, traditions and exotic countries. Uzbekistan is proud of its architectural monuments that have survived to this day. The Ichan-Kala complex in Khiva, the historical centers in Bukhara, the cities of Shakhrisabz and Samarkand are included in the special list of UNESSO "World Heritage". The unique monuments and architectural structures of these cities reflect the past and play a significant role in the history of the country.

The traditions and customs of the Uzbek people living at the crossroads of the Great Silk Road have been formed over many centuries under the influence of the customs of Zoroastrians, Sogdians, Bactrians and nomadic tribes, as well as Islamic traditions.

Shahi Zinda Cemetery in Samarkand, shrines of many scholars: Imam Al-Bukhari (Samarkand), Khoja Bahauddin Naqshbandi (Bukhara), Shohimardon in Fergana, Imam Moturidi, Khoja Ahror Vali, a religious-historical monument associated with Buddhism in Surkhandarya region, the old city of Tashkent The Hazrati Imam Mosque in the oasis and its mausoleums Qaffol Shoshiy, Barakkhan and Muy Muborak, as well as complexes of Islamic culture such as Tilla Sheikh and Namazgoh have been restored and beautified. All this is an important basis for the development of cultural, educational and religious tourism.

The glorious mosques and madrasas erected in our country, the complexes inhabited by our ancestors have preserved unique historical manuscripts, and our people have always made an invaluable contribution to the development of world religion and culture. This fact is well known and recognized by the world community, the whole Muslim world. The fact that the city of Tashkent was declared the capital of Islamic culture in 2007 by the structure of the Organization of the Islamic Conference on Education, Science and Culture, an influential international organization, by ISESCO, is another confirmation of such high

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recognition.

This status will further enhance the international prestige of Uzbekistan. On August 14-15, 2007 an international scientific-practical conference on "Uzbekistan's contribution to the development of Islamic civilization" was held in Tashkent and Samarkand. Noting that the conference was organized at a high level, the Chairman of the General Conference of UNESCO Musa bin Jafar Hassan presented the first President with gold medals of UNESCO "Aristotle" and "The Great Silk Road".

The first President of our country Islam Karimov sent his congratulations to the conference participants. "We believe that our sacred religion and Islamic civilization are an integral part of world civilization, human development and culture, the spiritual purification of customs, gratitude in their minds, peaceful and serene life, inter-ethnic and inter-religious tolerance, mutual respect and solidarity. We highly value it as a factor and a criterion, ”the congratulatory message reads.Speaking of the unique contribution of our great thinkers and scholars to the development of Islamic culture, first of all, we respectfully mention the blessed names of our ancestor Imam Bukhari, who rightly gained great fame in the Muslim world as the "Sultan of Hadith." Al-Jame 'al-Sahih, the most reliable collection of hadiths, is the second most sacred source in Islam after the Qur'an, and is considered by Muslims to be the greatest book written by mankind. For twelve centuries, this book has enlightened the hearts of millions of people with the light of faith and called them to the path of truth and religion.The spiritual heritage of another great compatriot, Abu Isa Muhammad ibn Isa al-Tirmidhi, including Sunan al-Tirmidhi, is so highly valued in the Muslim world. The ideas of the scholar, which for centuries have been a program for scientists and advocates of honesty, justice and humanity, are also important in solving many moral and spiritual problems of our complex times.Imam Moturidi, who risked his life in a very dangerous and dangerous situation in the Middle Ages, showed an example of spiritual courage that will serve as an example to future generations, and is a testament to the immense intelligence and tenacity of this rare figure who was highly regarded in the Islamic world as a Muslim reformer.

The reason why the school of Moturidiyya, which he founded, became so popular in the East, was that the ideas put forward in it were in harmony with the views and aspirations of all Muslims who believe that the foundation of our religion is righteousness, goodness and humanity.The great name of Burhaniddin Marginoni, another great representative of Islamic jurisprudence, who created a great scientific school with his incomparable potential and glorified the beautiful land of Fergana to the world, has been revered by the whole Muslim world for hundreds of years. This is evidenced by the fact that this great scholar was awarded the high title of "Burhaniddin and the Nation" in the Eastern world, that is, "the document of religion and the nation."It is no coincidence that Marginoni's immortal legacy, in particular his work "Hidayat" - "The Right Path" from fifty-seven books, has been recognized as the most authoritative and perfect legal source in Muslim countries for eight centuries.The blessed image of our great scholars and saints Gijduvani and Bahauddin Naqshband, who are known and famous all over the world, stands out. There is a deep meaning in the fact that our ancestors were sincerely devoted to the great saint Bahauddin Naqshband and described him as "Bahauddin Balogardon". His life-giving wisdom, "Let your dealings be in Allah, and your hands be in labor," vividly expresses the noble meaning of our religion and resonates as it is said today.Located in the heart of the Great Silk Road, a place of incomparable cultural value for mankind, the people of Uzbekistan have always had the idea of tolerance and respect for the cultures and languages of other countries. There are sacred shrines of Islam, cultural monuments, as well as unique monuments of Buddhist culture in the Surkhandarya oasis, historical monuments of the Jews in Samarkand and Bukhara, the most ancient monuments of Zoroastrian culture in Khorezm. there are shrines. Today, churches of different religions and denominations - mosques, churches, synagogues and churches - operate freely in all regions of the country.

The list of UNESCO's "Memory of the World" program includes the Koran "Osman Mushafi" kept in the Muslim Religious Board of Uzbekistan in Tashkent. Currently, the Museum of Islamic Heritage also operates in Tashkent.The multifaceted history of Uzbekistan undoubtedly reflects its geographical location. Termez is the southernmost city in the country. Termez was founded on a caravan route on the right bank of the Amudarya and has served as its main port for 2,500 years.At the beginning of the century, Termez was the main center of Buddhism in Central Asia. The Buddhist monastery carved in stone in Kara-Tepa, the

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Buddhist temple in Fayoz-tepe, the remains of Buddhist statues made of many limestone clay are a popular place for tourists and Buddhists. Termez is not only famous for its Buddhist monuments. There are also many interesting historical monuments dating back to the early Middle Ages. Among them are the tomb of Hakim at-Termizi, the ensemble of Sultan Saodat (X-XVII centuries) and the legendary Forty-Maiden Fortress (IX century).Based on the above, all this is aimed at promoting the beauty and prestige of Uzbekistan, its rich tourism potential, achievements in the short historical period of independence and raising its prestige in the world, as well as the development of religious tourism in the country. It will be an important factor in understanding the history of the country, the young generation that will create a great future state in the spirit of patriotism, respect for our national values.

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# PEDAGOGICAL TACT ENSURES THE QUALITY OF EDUCATION

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**ABSTRACT**

*The technology of "optimal steps" for the implementation of pedagogical tact, which is one of the key factors in ensuring the quality of education is discussed in this article. At the same time, the teacher identifies the pedagogical problem, assesses the difficulties expressed in the pedagogical process, forms a real pedagogical goal, sets criteria for personal success in pedagogical activity, collects and analyzes pedagogical information, defines and improves the order of practical actions, provides access to acme. The conditions of application and guidelines for their practical application are described.*

***Keywords:*** *education, technology, pedagogical tact, problem, pedagogical information, acme.*

## Introduction

Education is the task of the society, which ensures the creation and development of the society. This task is accomplished through the translation of culture in a specific space and the application of cultural norms. This is probably why in the 60s and 80s of the twentieth century, developed countries adopted the system of "Continuing Education" or "Lifelong Learning" (the doctrine created in the 90s of the twentieth century) involved a person as an educator. In the philosophy of education, this concept is a systematic doctrine created to restore the disturbed balance between "man-society-nature" in the provision of social life, based on the influence of various factors (personal, economic, natural, cultural, political, etc.). and in the history of education, it can be assessed as a process based on the influence of economic, socio-cultural factors to ensure development. Although such comments have a theoretical content, they have a practical content to define the tasks ahead to ensure development based on the perspective of the historical period [1].

Systematic implementation of the education system in our country has been identified as a strategic priority within the framework of state policy. As a result, in order to ensure our national development, documents such as the Law "On Education", the National Program of Personnel Training were adopted, and the basic principles set out in them were divided into specific periods in terms of implementation [2- 3].

Education and society are inseparable from each other and are essentially a system. Socio-economic processes in society affect both the educational space and the quality of education. In fact, education and society as a system are aimed at improving the spiritual wealth created by human beings and ensuring a positive attitude towards oneself and those around you. Therefore, any programmatic action aimed at the development of education should be considered a priority for the prospects of national development. President of the Republic of Uzbekistan Islam Karimov has clearly stated the main goal of the issue: "Without changing the education system, we can not build a free and prosperous society." [4].

Today, the quality of education remains an important issue for the education of a mature person - a professional. Our country is gradually working to address this issue. In particular, on the basis of the Resolution of the President of the Republic of Uzbekistan dated May 20, 2011 No PD-1533 "On measures to strengthen the material and technical base of higher education institutions and radically improve the quality of training highly qualified specialists." attention was paid to the modernization of the educational process and teaching activities. The goal is to train competitive national staff for the global labor market, to improve the sectoral development of society, taking into account national needs and requirements. "It is clear that the most important changes that will be achieved as a result of the deepening reforms will never happen overnight, at the behest of anyone, at the behest of anyone," he said. It will take time, and most importantly, it is crucial that our society and our people have a deep understanding and support for the content and goals

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of these reforms”[4]. In particular, every pedagogical professional must organize his or her activities in accordance with the laws adopted to ensure national development.

In pedagogical activity, motives are divided into external (personal and professional development) and internal (the desire to satisfy a spiritual need that dominates in the humanities and social context). Theoretical and practical knowledge, teaching aids, visual aids are used as a tool in the implementation of pedagogical activities, ie as a basis for education. In this case, based on the purpose of education, that is, to ensure that students acquire a set of knowledge, professional skills and competencies, to explain, demonstrate, observe, practice together, mental games control over the conduct, mastery process and behavior, to ensure the conduct of correction of identified deficiencies. In short, the development of personal and professional qualities in the learner is ensured. This process is described as "the transition from hypothetical maturity to quantitative, qualitative and structural changes in the form of a psychological model:" from number a, quality and structure → number A, quality and structure" accessible. This indicator is the effectiveness of pedagogical activity. To achieve this, the educator needs to have the appropriate knowledge delivery techniques, skills and competency-building strategies. If the educator has a strategy to form the student as a person-specialist in the subject he teaches, this indicator can be specified as an ac- tive in pedagogical activity. Therefore, educators need to be constantly on the lookout for ways to improve their careers. To do this, every educator chooses any technology based on their abilities, experience, professional goals, life principles. In modern education, there are many technologies aimed at achieving professional maturity, and in theory they can be divided into groups such as interpretive-educational technologies, person-centered technologies of education and technologies for the development of education.

These include David Kolb's "Periodicity of Experimental Teaching" and Carl Rogers' "Factors Affecting Education Effectively" (i.e., sincerity, respect, trust) technology[5].

Here are the "Best Steps" technology to help educators achieve professional maturity. This technology requires the educator to perform certain tasks at each step in order to achieve professional development. At each step, the educator successfully completes specific tasks to achieve the next step. The purpose of technology is to ensure the process of professional development of teachers, including the development of professional knowledge, pedagogical tact, the formation of professional qualities that are not embodied in the personality of the teacher, decision-making based on the idea of protecting educational interests in different pedagogical situations. is to prepare to do. The steps are interrelated, with the main focus on qualitative change in professional activities [6-7].

The first step is to identify the pedagogical problem by the educator. In this case, the difficulties expressed in the pedagogical process are assessed (according to the criterion of "5"), the problem is identified.

“5 points. The problem is with the teaching methodology (preparation for a specific topic)”;

“4 points. The problem is the personality of the teacher (for example, high mood, aggression, destructive "I")”;

“3 points. The problem concerns the pedagogical community (androgogic features, conflict situations)”;

“2 points. The problem concerns the professional qualities of the teacher (professional consciousness, pedagogical competence)”;

"1 point. The problem is related to technical factors (organization of the lesson, non-compliance of existing conditions)."

The second step is to formulate a real pedagogical goal. In this case, a clear goal is formed to address the pedagogical problem identified in the first step, and the educator evaluates his / her work for those involved in the educational process (pedagogical team, student community, parent council, etc.). Rating is defined as "satisfactory" and "unsatisfactory".

The third step is to set criteria for personal success in pedagogical activities. Knowing how meaningful the actions of the pedagogue during his / her activity will ensure the effectiveness of his / her pedagogical activity. Sometimes, this indicator can be reflected in the formation of pedagogical goals. If this

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is not the case, it is recommended that the educator set the assessment criteria. This can be done as follows: - The educator should assess his / her satisfaction with his / her profession (as “satisfied” or “unsatisfactory”); the educator should determine how satisfied the students are with the content of the course (whether the requirements are “satisfied” or “unsatisfied”); the educator will need to determine their expectations from the results of their professional activities and assess their achievement.

The fourth step is to gather pedagogical information. To solve a pedagogical problem, it is necessary to determine its causes, course, level of influence and factors. This requires the collection of pedagogical information. For example, observation of information about a particular event, a person and his life. For example, the collection of information on the basis of the test "Professional Performance Assessment" or the results of objective tests (for example, intelligence tests, aptitude tests, personality tests, etc.). All information is analyzed on the basis of the idea of achieving efficiency in professional activities, and the educator develops a plan for himself to address the identified shortcomings.

The fifth step is the analysis of pedagogical information. The educator will need to analyze the cumulative information about his or her career and personality in terms of cause and effect. As a result of the analysis, an alternative solution to the pedagogical problem was identified. In this case, the educator asked he/she "Why?" will have to ask. He/she creates a personal action plan based on the results of the answers. It identifies specific ways and techniques to take targeted action to address the problem.

The sixth step is to determine the order of practical actions. In order to solve the pedagogical problem, the methods are selected for the ways (procedures) identified in the plan to solve the problem (independent work, seek advice from experienced colleagues, consult a psychologist). practical actions are taken. As a result, the educational task and responsibilities of the educator and the teaching staff to become successful in their work become more relevant.

The seventh step is to improve the actions. The actions taken by the pedagogue to achieve professional success are compared taking into account different pedagogical situations. As a result, alternative options (ways, methods) are selected, taking into account the alternatives of action, the interests of pedagogical activity and the specific situation. Changes will be made to the responsibilities of the educator and the teaching staff.

The eighth step is to reach the acme level. In this case, the current state of all resources for the implementation of the assigned tasks is determined in order to ensure success in professional activities. In doing so, it is necessary to assess the level of their use. The purpose, ways of using underutilized resources, the address, time, procedure and type of control are defined. Practical actions should be passed.

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# MEDIA DISCOURSE IN THE LENS OF TRANSITIVITY ANALYSIS

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**ABSTRACT**

*The present study critically scrutinizes the ideological constructions and discursive features used in Pakistani print media representing economical phenomenon of CPEC. This research has elucidated the ideology throughframework for critical discourse analysis (CDA) by applying it to the print media news articles and comparing two different Pakistani English newspapers (Fairclough, 2013). The articles on CPEC, the most prevailing economic variable in Pakistan which appeared in the daily 'Dawn' and 'THE NEWS' newspapers during the year 2016-17 have been selected for the study. Transitivity analysis as an analytical tool has been applied for the analysis of articles that includes the analysis of process type. The findings indicate that economical subject of national worth is presented with the same ideology in different newspapers. The study is significant in its originality as it is interdisciplinary study and its findings are not in line with the existing literature on media conflict.*

***Keywords:*** *Critical Discourse Analysis, Fairclough Model, Ideology, Process Type, Transitivity*

## Introduction

A hot debate prevails in Pakistan regarding the freedom of media however; it is out of question that ideology is constructed through media. The Prime Minister, Imran khan on his visit to America spoke with confidence as; "Pakistan media, in my opinion, is freer than the British media" (July.23, 2019). The statement implies a meaning of freedom of media in Pakistan but contrary, it is also thought that the state controls media. The PML-N spokesperson (Maryam Aurengzeb) asserted that the media is under bars of the current government and the news get censored and are banned from publishing on account of personal capacity (Jan.19, 2019). The differences of the thought related to media freedom clearly indicates that media plays a significant role in constructing an ideology. Media is considered as the fourth pillar in Pakistan after parliament, judiciary, and executives as viewed by Amena (2017). Media is not only meant to spread news rather it presents the news in a desired way that shapes the mind of the people. The idea was supported by Rafique (2013), "The media shapes the public opinion regarding liking or disliking any state or states while dealing through foreign policy with one another".Reviewing literature of mass media discloses that media gives shape to the public thought. The desired ideologies are spread in the name of providing news to the public. In relation to the meaning or idea conveyed through media makes a connection between media and language. Media is interconnected with the critical discourse analysis and there is found a plethora on the role of media and the emerging field of critical discourse analysis (CDA). The discursive features reflected in the media discourse constructs an ideology. In the view of Fairclough (2006a), media discourse has ideological constructions that vary in their constructions. The variation in ideology leads to investigate deeply the discourse of mass media.

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The context behind this research is provided by the news representation of a mega project in Pakistan i.e. CPEC by different newspapers. CPEC has gained a significant worth economically in Pakistan however; different views exist in the society related to CPEC. The purpose of the current study is to trace out the discursive features used in news articles dealing with the subject CPEC in Pakistani English newspapers.

CPEC is considered as first-rate economical phenomenon in Pakistan as it is exposed to public (Hamid & Hameed, 2016).The terms like "Game changer", "Economic Boon", "Asian Tiger" have been employed while discussing CPEC (Dawn.com, dated 24th Oct.2016). The opponents of CPEC bring CPEC under surveillance and make it a centre of disruption due to its nitty-gritty and vitality. To begin with domestic impediments, the greatest incipient threat is the truancy of law and order regulatory affairs. Without security systemization and protocol, the intended benefits of the CPEC receive a blow as investors restrain from becoming a part of it. Thus, CPEC is under questions to which common masses are unaware of the reality. The current study aims at investigating the ideologies wrapped up in a discourse of media that are presented to public.

**Theoretical Consideration: Media Discourse in the lens of Critical Discourse Analysis**

Critical Discourse Analysis has become notorious for journalism (Richardson, 2007). CDA is an approach employed for inferring the ideology hidden in a language with the close connection of language, power, and society. There are several models that analyze the language: textual analysis and conversational analysis however; CDA offers a wide scope to scrutinize the text with multiple tools and models. The Wodak‟ model, Fairclough‟s Model, and Van Dijk‟s model are most accepted models of critical discourse analysis. These all models relate the language with society that is in turn connected with hegemony. CDA also provides central vision of society‟s problems related to language in power. It comprises of the words and situation affiliated with the particular event that occurs in a society (Fairclough, 2013). Fairclough&Wodak (1997) explored that the field of critical discourse analysis is not only an area that provides a numerous tools for text observation but it is a domain that unfolds many unspoken truths, values and cross-cultural issues. Furthermore, it also highlights the historical aspects and conventions as well.

## Methodology

Critical Discourse Analysis as a main theoretical framework of this study has been chosen in order to examine news discourse critically.The articles have been purposefully selected from two English newspapers: Daily Dawn & THE NEWS published during June 2016-June 2017. The selected articles have undergone through transitivity analysis. Transitivity is the system of analyzing an ideational meaning of the text. In transitivity analysis, the linguistics structures are observed in three ways: The process (verbs), the participants (nouns), and the circumstances (prepositional phrases). The choice of verbs depends on the social, cultural, political, and ideological factors prevailing in a society that is explored through analysis of transitivity (Mayr, 2008). Text producer chooses verbs as per his own choice of the process‟ demonstration. Process can be of active category or passive category. The category of process type also plays role in implying meaning to the text in relation to hegemony.Transitivity is defined by Halliday (1981) as „the grammar of the clause‟ as „a structural unit‟ for „expressing a particular range of ideational meanings‟ (cited in Bastam, 2011). There are eight types of process lying into two main categories: Relational and Non-Relational Process. Non-Relational Process refers to the process of „doing‟ that includes Mental, Material, Verbal, and Behavioral Process. Relational Process refers to the process of „being‟ or „having‟ something. These processes include Relational, Existential, and Meteorological.

## Findings

The articles have gone through the analysis of process types. The process types that are reflected in the use of verbs helps in unveiling the ideology depicted by Pakistani English newspapers for CPEC. The analysis is depicted in the following table as;

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*Table 1: Analysis of Process Types in Pakistani English Newspapers Dealing with the subject CPEC*

**Analysis of Process Types in English Newspapers**

| **Daily Dawn** | | **THE NEWS** | |
|---|---|---|---|
| Activity | Process Type | Activity | Process Type |
| CPEC is a new cooperation framework | Relational | CPEC is a project of friendship | Relational |
| is a game changer | Relational | CPEC is faster | Relational |
| it is also an important project of the Belt and Road initiative | Relational | CPEC projects were making steady progress | Material |
| Pakistan will be benefitted from it | Material | it would contribute to economic and social development of Pakistan | Material |
| CPEC was a major initiative | Relational | it would benefit people | Material |
| is a project of development and prosperity | Relational | the China-Pakistan Economic Corridor was not simply a road from China to Gwadar but would have vast connectivity with other projects of China‟s One-Belt-One Road initiative | Relational |
| CPEC would benefit the entire region | Material | CPEC has given a new start to Pak-China friendship | Material |
| CPEC was a great masterpiece of Pak-China friendship | Relational | These projects will not only change the face of Karachi, but of the entire province in terms of transport facilities and power generation | Material |
| CPEC will eliminate poverty & unemployment | Material | Not only Pakistan but the whole region will benefit from its fruits | Material |
| The completion of early-harvest projects would go a long way in ensuring the elimination of load shedding | Material | CPEC would usher in a new era of development and prosperity in Khyber Pakhtunkhwa | Material |
| CPEC would go on to transform the fate of the | Material | CPEC has opened new vistas of foreign investment in Pakistan | Material |

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| | | | |
|---|---|---|---|
| entire region | | | |
| CPEC is the way of hope and future for our region | Relational | that CPEC project was game changer and would bring good fortune to Khyber Pakhtunkhwa | Relational/ Material |
| It broadens our technological capabilities | Material | The mega project would turn Khyber Pakhtunkhwa and Afghanistan into economic centers for the Central Asian countries | Material |
| CPEC raises friendship to newer heights | Material | CPEC is not only the billion dollars investment but it is that path of progress | Relational |
| the project envisioned bringing under-developed areas into the main stream of development | Material | the CPEC would also play a role in alleviating poverty as well as elimination of terrorism and fanaticism | Material |
| CPEC would help in establishing strong academic linkages between the universities of Pakistan and China | Material | the outcomes of this incredible project will fasten the future‟s enlightened journey and will enhance regional cooperation | Material |
| project would not only generate thousands of jobs but also help in generating thousands of megawatts power | Material | The China-Pakistan Economic Corridor (CPEC) is a great gift of Chinese leadership for the government of Pakistan | Relational |

*NOTE:Above table indicates that CPEC is presented in Material & Relational Process types in both the English newspapers in Pakistan*.

**Results Summary**

The most frequent process type is Relational one that is a sign of the state of an entity. For instance „CPEC is (Relational: Intensive) a game changer (identifying)‟, Here, Relational process is presented through the state verb „is‟ and identifying aspect of the subject is reflected in the word choice of „game changer‟ for the subject CPEC. Similarly; CPEC is (Relational Intensive) a mega project (Attributive)Here, the same state verb „is‟ has been chosen by the text producer that makes a sentence Relational Intensive and the words „mega project‟ indicates CPEC being attributive. Material process is used to highlight the actions usually the concrete ones. Actions representation includes „actor‟ and „goal‟. Active categorization of the process type has been observed while talking about CPEC in the selected newspapers. CPEC as an active agent in almost all above example implies a meaning that Pakistani English newspapers deal CPEC project as an entity active enough to bring changes in Pakistan‟s future. For instance;(Actor) CPEC(Material Process) would not only generate (Goal) thousands of jobs but (Material Process) would also help (Goal) in generating thousands of megawatts

In above example CPEC is an actor and material process is shown through the verbs „would not only generate‟ and „would also help‟ for the goals „thousands of jobs‟ and „generating thousands megawatts‟

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respectively. Similarly; (Actor) CPEC (Process Type) would play (Goal) a role in alleviating poverty. CPEC as an active agent is presented in above example with the material process shown in the verb „would play" for the goal „role in alleviating poverty".

Fairclough (2000) argued that while analyzing text, one important thing to analyze is to see where who acts. CPEC though is not an animate but, has been presented as an active agent in both the newspapers. The active category used for presenting CPEC presents CPEC being beneficial for Pakistan. CPEC is presented in English Pakistani newspapers as lucrative one that will give profit to Pakistan in different forms. To conclude, the major findings come out of the analysis are described below;

- The material process has been observed frequently used in both the English newspapers
- The Relational process ranked second in presenting CPEC in both the English newspapers
- CPEC has been presented in active structures in both the English newspapers
- Overall Pro-CPEC ideology has been observed in both the English newspapers

## Conclusion

Transitivity is a significant semantic concept in the analysis of depiction of reality. It assists us to unmask the reality hidden in the drapery of language specifically in media. The analysis of the selected articles reveals that similar ideology exist in media in Pakistan if an economical phenomenon of national worth is dealt in news. The findings are in contrast with the prevailing thoughts about media in Pakistan. In literature, the media was found under criticism in Pakistan for constructing different ideologies for the same phenomenon. It is noteworthy point to add in the literature through the current study that English newspapers do construct the same ideology for the economical phenomenon of national concern.

### Directions for future Research:

The similar study is recommended to conduct in future for different variables of political or social aspects.

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# MEDIA DISCOURSE IN THE LENS OF TRANSITIVITY ANALYSIS

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**ABSTRACT**

*This study aimed at analysing the implementation of marketing strategies in Academic Libraries in Developing Countries in the era of Information and Communication Technologies (ICTs). The objectives of the study were to; identify the marketing strategies implemented by academic libraries in Cameroon, determine the efficiency of marketing strategies implemented by academic libraries and to investigate the challenges faced by academic libraries in marketing their services. The study used elements from the Marketing Communication Mix Theory and employed an exploratory research design. Data were collected using an interview guide which was validated by subject experts in the information and marketing professions. Participants were selected from 2 Academic Libraries in Fako Division of the South West Region of Cameroon. Data collected were analysed thematically. The findings indicated that several electronic and non-electronic marketing strategies are used by these libraries, but these are inefficient and there is need for exploitation of more technological means of marketing. One of the recommendations of this study was that current Information and Communication Technology trends be adopted in marketing of academic libraries and that working documents be implemented in an all-inclusive manner to include staff at the operational, tactical and strategic levels who should be well trained to survive in the electronic environment.*

***Keywords:*** *Marketing, Academic Libraries, Users, Needs, Communication, Technologies.*

## Introduction

One of the most challenging aspects for almost every organisation in the digital age is marketing of goods and services. Libraries and other information services are not exempted. Raul, Belapurkar and Munnolli (2016) explain that marketing is a continuous process of creating a connection between the library resources and its potential users. According to Yi (2016), it is a managerial tool which assists libraries to face challenges now and in the future. With the geometric rate of information explosion today, users of academic libraries who are more likely to sort for Internet sources of information to satisfy their needs could easily side-line rich content held in their libraries and go for sources whose quality is not guaranteed. In line with this, Jerome, Nkiko and Ifeakachuku (2017) argue that to gain competitive advantage among higher education institutions, one of the parameters considered is the quality of the academic library. Having a quality library alone is not enough but ensuring that users benefit fully from available information resources and services will ensure that the library achieves her goals. Arumuru (2015) states that libraries are shifting from a product or service-oriented approach to a customer or need oriented approach. As Patil and Pradhan (2014) put forth, libraries need to extend promotion and cooperation to users and market their services to attract more and more users.

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## Statement of the Problem

Despite several studies that have emphasised the necessity of marketing and promotion of libraries and information services especially in the 21st century, observations have shown that the practice is dangling. Many individuals in academic institutions especially in developing countries (students, faculty members, staff, researchers and others) still have very little knowledge about the existence of available libraries and the services rendered. Users of academic libraries are no longer conscious of the presence of the library since the present technologies have drastically reduced the patronage (Aloysius, 2019) and shifted the focus of most users from sourcing for information in library platforms to sourcing on electronic non-library platforms. The question then arises as to what strategies such libraries implement in marketing their services; how efficient they are and what challenges they face in marketing for effective service delivery and user satisfaction.

**Research Objectives**

The specific objectives of this study were to:

1. Identify the marketing strategies implemented by Academic Libraries in Cameroon;
2. Determine the efficiency of marketing strategies implemented by Academic Libraries in Cameroon;
3. Define the challenges faced by Academic Libraries in Cameroon in marketing their services.

**Research Questions**

For this study, the following research questions were raised:

1 What marketing strategies are implemented by Academic Libraries in Cameroon?

2 How efficient are the marketing strategies implemented by Academic Libraries in Cameroon?

3 What are the challenges faced by Academic Libraries in Cameroon in marketing their services?

**Literature Review**

**Marketing of Libraries and their Services**

According to Patil and Pradhan (2014), there exists several ways to promote the usage and marketing of services in libraries such as: organisation of information literacy programme on regular basis at various levels; organisation of workshops/training programmes about awareness of resources available; organisation of training programmes for library staff with modern technologies and expertise; organising exhibitions of new books. Similarly, strategies to enhance effective marketing in academic libraries according to Aderibigbe and Farouk (2017) include; publicity and public relation strategy, pasting of new information on the notice board, enhancing the image of libraries, using user's orientation, devising training programme, advertising in print media or directories, sending out newsletters, brochures and flyers, word of mouth endorsement and also personal sales by the librarians.

Helinsky (2008) warns that if libraries do not act now to demonstrate how important they are and how significant a resource they constitute for the whole of society, they will just not be noticed in the ongoing information flow. Yi (2016) expressed that to attract clients, generate non-user awareness, and raise awareness of available services and resources, libraries need to find ways to promote services and resources to clients as effectively as possible. Patil and Pradhan (2014) argue that the basic purpose behind promotion in academic libraries is to educate students and faculty members on how to use the library and its resources, and that it is difficult to work out single marketing strategy for all categories of users.

As expressed by Lewis (2007), every strategy for maintaining the library as a vibrant enterprise worthy of support should consist of five parts which dwell around complete migration from print to electronic collections; retirement of legacy print collections in a way that efficiently provides for their long-term preservation and access; redevelopment of the library as the primary informal learning space; repositioning library and information tools, resources, and expertise so that they are embedded into the teaching, learning and research enterprises, and migrating the focus of collections from purchasing materials to curating content. To Arumuru (2015), marketing of academic library services is part of the library's day to day activities. Marketing of library services is well established in the developed world but is still struggling in developing countries. For effective marketing to occur, academic librarians must provide services

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considering the actual and projected needs of their users since failure could leave an impression in potential users that the library is not important.

**Needs Assessment**

A few decades ago, information needs as described by Devadason and Lingam (1996) was considered to be driven by day-to-day work and lack of self-sufficiency, and these needs could be categorized as expressed or unexpressed. According to Aina (2004) every individual, regardless of their literacy level has information needs for day-to-day activities, survival and completion of tasks, recreation or leisure. Since information needs could be triggered by knowledge of available resources and services, facilities and materials (Kebede, 2002), marketing of libraries, their resources and services is of prime importance. Librarians must carry out needs assessment to determine the actual information needs of users through strategies and techniques embedded in marketing in order to ensure effective service delivery (Arumuru, 2015).

Needs assessment is vital since different classes of users consume different kinds of information for different purposes (Bopape, Dikotla, Mahlatji, Ntsala & Makgahlela, 2017). In academic libraries, since users are most often classified as students, lecturers, faculty among others, identifying their needs ahead of time plays a vital role in implementing marketing strategies. Since information needs are diverse, constantly changing and cannot be generalised (Haruna & Mabawunku, 2001), the range of information sources available, uses to which the information will be put, background and motivation of users, their professional experience and individual characteristics must be included in the marketing process. Although information need is sometimes not separated from information (Omiunu, 2014), they are different, and individuals would hardly seek information if there is no information need. Information services must market what information resources and services they have to support the needs of users.

**Using Information and Communication Technologies (ICTs) in Marketing Libraries**

The existence of Information and Communication Technologies (ICTs) has transformed the face of marketing for libraries just like other organisations. Yi (2016) put forth that academic libraries are no longer the only choice for students, faculty, staff and other clients to go to for information. This is because rapid changes in technological advancement, information explosion and reading habits make it inevitable for libraries to engage in proper marketing in the efforts to achieve their goals. Particularly, Information technology has caused many libraries and information centres to own websites on which all kinds of material are made accessible with bibliographic details (Patil & Pradhan, 2014). ICTs have facilitated ways in which libraries market themselves such as creating a web page, using e-mail services, reference services and selective dissemination of information to meet user academic needs, providing links on web pages where users can get needed information, just to name a few (Sharma & Bhardwaj, 2009).

Academic libraries could use digital media, print materials, events and other tools such as library publications, contests, brochures, direct mail, Web 2.0 applications and displays to market their services (Fisher & Pride, 2006; Mathews, 2009). Olorunfemi and Adeola (2018) stated that academic libraries have a responsibility to communicate the resources and expertise they have both on campus and in society especially with the complex nature of the information environment today. Such communication can be achieved through marketing. As such, knowledge of user needs, marketing strategies and use of the Internet and related technologies is essential for effective marketing (Adekunmisi, 2013). Given that marketing I can be understood as communicating the right message on a given resource or product to the right persons at the right time and using the right channel, one of the most efficient approaches to marketing is the marketing communication mix.

**The Marketing Communications Mix Theory**

The marketing communications mix involves all the ways or tools used by organisations to communicate with customers or potential customers (in our case users and potential users). One of the early definitions was put forth by McCarthy in 1998 referring to it as a specific combination of elements: advertising, personal selling, sales promotion, public relations and direct marketing that companies use to implement their targets for advertising and marketing (Todorova, 2015). In recent times, direct marketing is

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combined with digital marketing. The five aforementioned elements of the marketing communication mix are presented in the following diagram and further described below:


**Figure 1: The Marketing Communications Mix**
**Source: Retrieved from https://www.professionalacademy.com/blogs-and-advice/marketing-theories---the-communications-mix**

**Advertising**

Advertising could be accomplished through various means such as television, radio, press, or any other avenue which an academic library can use even if it means paying to market its services to potential users. Its functions are to inform, persuade, remind and create additional utility impact on people's perceptions (Todorova, 2015).

**Direct Marketing and Digital Marketing**

With direct marketing, digital marketing could be used by libraries to segment target groups and reach out to each accordingly with the right message appropriate for them. Direct marketing is cheaper today thanks to ICTs that have brought to existence digital marketing whereby social media and online techniques are used. Social media falls under direct marketing and could be used to advertise, gather feedback from library users, retain or gain new users.

**Public Relations**

It enables libraries to turn brand messages into stories that appeal to the media and its target audiences and enhancing good communication, understanding, acceptance and cooperation. Campaigns, advocacy and other communication strategies suitable for marketing library services are valuable and libraries are encouraged to use them to present a positive view of their libraries.

**Personal Selling**

This is selling through a person (face-to-face) and libraries use persons, representatives, brand ambassadors or influencers who have experience or are specialists to encourage and persuade targeted audience to make use of their services.

**Sales Promotion**

It involves the use of outlets whether online or offline for a limited period of time to stimulate short-term sales and consumption of a good or service. Product packaging has high significant impact here and could include visual design, writings on items marketed, size and materials.

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## Methodology

This study was strictly qualitative in nature. It made use of an exploratory research design. As such, the main method used to collect data for this study was the interview method as data were collected using one main instrument, an interview guide. The interview guide was validated by subject experts, an information professional and a specialist in marketing. The participants of the study were administrators and heads of staff of 2 academic libraries in Fako Division of the South West Region of Cameroon. These libraries are the University of Buea Library and the National School of Local Administration Library. Among the interview participants were a Library Director, a Chief Librarian, 2 Chiefs of Service and 2 Programme Officers. Data collected were analysed thematically and results presented in prose form. For ethical reasons, the identity of study participants was coded and pseudonyms used instead. Participants were coded, "interviewee 1" to "interviewee 6" in no particular order.

## Presentation of Findings

After an introduction to confirm the position of the staff and various services rendered in the library, three main parts followed suit to obtain data in line with the three research questions under study. The libraries were found to render all information services relating to an academic library including but not limited to circulation, reference, further education guidance, language learning, cultural programming, community outreach, reading services, current awareness services, research assistance, information literacy and reprographic services. The findings on each of the research questions are presented and discussed below.

## Marketing Strategies Implemented by Academic Libraries

In order to get the marketing strategies which these academic libraries use, interviewees were asked if they have a documented marketing plan and if the plan is already being implemented. Only staff of 1 academic library agreed to have a documented and already implemented marketing plan. The others did not have a documented marketing plan but stated that they implemented some marketing strategies since other policies touch aspects of marketing. On the marketing channels implemented, several non-electronic and electronic channels used by these academic libraries were identified.

Five main themes were obtained in line with non-electronic marketing strategies and these are: orientation, information bills, seminars & workshops, effective services and community outreach. Interviewee 1 indicated that, *"one of the non-electronic channels we use for marketing is library orientation which is done annually".* Similarly, sensitization and talks were mentioned by other interviewees. On the second theme which is information bills, one of the striking responses was again from interviewee 1 who expressed that, *"we also use information bills carrying information on various services rendered"*, and closely related to this, interviewee 2 stated that, *"We market non-electronically through notices on boards and adverts in magazines like our institutional magazine".*

On the use of workshops and seminars, Interviewee 3 was one of those who mentioned this in the words, *"we take advantage of workshops and seminars whether organised by the library or other persons making use of the library premises to market our services".* On marketing through quality service delivery, interviewee 4 explained that, *"Non-electronic marketing for us is achieved mainly by rendering quality information services which encourage patrons to keep coming back and telling others about our services".* Finally, community outreach was mentioned by most interviewees such as interviewee 5 who stated that, *"community outreach to community members is an effective channel through which we market our services to the community".*

In line with the electronic channels used by these academic libraries for marketing, several themes were generated including: email, text messages, website, library management software, Facebook, WhatsApp, e-learning platform and blogs. To substantiate this, responses such as, *"We use emails, text messages,*

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*WhatsApp and electronic notices addressed to individual users as the need arises",* were obtained from interviewee 1. *"We mainly market electronically through the institutions"s website and the e-learning portal"* was another response gotten from interviewee 2. Interviewee 5 also indicated that, *"Platforms like Facebook, WhatsApp and Gmail are the main e-marketing channels we use".* On the other hand, Interviewee 3 mentioned the use of library management software and blogs by explaining that, *"Electronic marketing is achieved by our library through the use of our library management software, „ForMyLibrary" where we put out notices on the catalogue interface, and we also use blogs".*

The findings here are similar to the opinion of Aderigbe and Farouk (2017) who out spelled several strategies to enhance effective marketing of services in academic libraries including those obtained from participants of this study. The diverse nature of the implemented strategies also supports Patil and Pradhan (2014) who stated that it is difficult to work out single marketing strategy for all categories of library users. In line with the marketing mix, these academic libraries could be said to be in line with advertising, direct and digital marketing, public relations and personal selling. Nevertheless, the libraries have not fully exploited electronic avenues such as web sites and other popular social media channels.

**Efficiency of Marketing Strategies Implemented by Academic Libraries**

To determine the efficiency of the implemented marketing strategies, participants were asked if the channels they use for marketing were sufficient to achieve their marketing goals and how they planned to outshine given the competitiveness in the ICT age. On a general note, while most interviewees were of the opinion that the marketing strategies employed by their libraries were close to being sufficient and efficient, some of them indicated that they were inefficient. In support of the view that they are sufficient, interviewee 1 stated that, *"We have been satisfied with these channels but there is need to use a combination of marketing channels as each one has its advantages and there are some that we have not used but plan to include such as Facebook".* This supports the point raised by Patil and Pradhan (2014) that it is difficult to work out single marketing strategy for all categories/segments of library users. Interviewee 4 also expressed that, *"The channels are efficient because the number of patrons increases on a daily basis".* On the other hand, other interviewees like interviewee 2 indicated that, *"our marketing channels at the moment are not satisfactory since we have not exploited electronic options like use of social media accounts, we do not yet have a well-established email list and we have limited opportunities for talks and sensitization".* This shows the need to exploit ICTs which have facilitated marketing through creation of web pages, using email services, providing help links among other functions as suggested by Sharma and Bhardqaj (2009), so as to exploit opportunities to raise awareness of available services and resources as proposed by Yi (2006).

On what the academic libraries were doing to outshine or hold a unique spot in the market for information service delivery in the ICT age, the following 7 themes were obtained: tech tools, networking and consortium building, information officers, ICT training, access to e-collection, 24/7 e-support and social media. In the words of interviewee 1, *"we are doing all to employ as many technological tools as possible that can keep us visible and at the same wave length to enable us deliver services that can be counted".* Interviewee 4 and Interviewee 3 in support of networking and consortium building expressed that, *"We intend to continue networking with foreign libraries"* and *"We will participate in library consortia across the globe so as to be able to meet up where our resources are lacking".* In relation to using information officers, one response to support this was from interviewee 5 who said that, *"Making use of information officers will help us to understand the needs of our users and know ways to meet up to them. This will make us unique".* This is important since academic libraries are no longer the only choice for students, faculty, staff and other clients as was put forth by Yi (2016).

Most of the interviewees suggested that they intend to keep improving the ICT skills of staff and users. Interviewee 6 for example stated that, *"Since most staff and users are technophobic and struggling with their ICT skills, our marketing plan lays emphasis on improving these skills and I believe this will make us stand*

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*out"*. Again, interviewees 2 and 5 were among those who supported the improvement of resources in the electronic collection in the claims, *"By laying a solid e-library foundation, facilitating access to online databases and providing 24/7 user support, we will hold our place in the market"*, and *"We hope to provide more access to electronic resources and leverage different electronic databases which we have subscribed to"*. Aside from this, interviewee 4 indicated that, *"we are making efforts to improve upon our print and electronic collection in our primary areas of specialty so as to stand out in providing information services in these areas"*. All participants expressed the need to engage in social media platforms so as to stand out unique. Interviewee 6 for example explained that, *"Aside from improving on our e-collection, we will have an active social media presence since most of our users spend much time there"*.

**Challenges Faced by Academic Libraries in Marketing**

Participants of this study were asked first what challenges their libraries faced in marketing and secondly, what efforts they had made to overcome the challenges. On the marketing challenges faced, a number of themes were generated such as: users' attitude, technophobia, poor ICT infrastructure, poor working environment, limited budget, lack of technological training, epileptic power supply, lack of trained information and marketing professionals, limited bandwidth and low level of information literacy. The most significant challenges were poor IT infrastructure and insufficient information and marketing professionals. As indicated by interviewee 1, *"Attitude of users, inaccurate or non-functional emails, and technophobic nature of most users, poor ICT environment and poor working environment"* are some of the challenges faced. A poor ICT environment contradicts what Sharma and Bhardway (2017) suggested that ICTs have facilitated ways in which libraries could market themselves.

In relation to power supply, interviewee 3 expressed that, *"epileptic power supply is a serious challenge which affects marketing of our library and services"*. Interviewee 5 expressed that, *"insufficient trained professionals in library and information science and in marketing is greatly affecting our marketing strategy"*. This was supported by interviewee 4 who stated that, *"There are insufficient Library and Information Science professionals"*. Interviewee 4 also expressed in line with information literacy that, *"most of our users have a low level of information literacy and hardly visit information sites where we display our services and how they can benefit from them"*. This is vital and supports the claim of Bopape, et. al. (2017) that different classes of users consume different kinds of information for different purposes.

As a means to overcome some of these marketing challenges, the following themes were raised: capacity building, partnerships, standby power supply, marketing tools and policy. All respondents mentioned the need to improve the capacity of staff. Interviewee 3 for example explained that, *"the library has been trying to train its workers following evolving technological trends from manual setup to digital setup"*. This proves the point of Patil and Pradhan (2014) that libraries need to organise information literacy programmes and train staff technologically in their marketing drive. In addition, interviewee 1 was among those who supported the need for partnerships and capacity building as stated that, *"we are trying to overcome some of our challenges through partnerships, trying to get external grants and building capacities of our users and staff through workshops"*. Interviewee 3 mentioned among others the need for a standby power supply in the words, *"although we do not yet have one, there is need for a standby power supply to ensure continues online presence in various marketing platforms"*. On marketing tools, interviewee 5 expressed that, *"we always try to prepare marketing tools ahead of time to facilitate the marketing process for us"*. Interviewee 4 was the only one who emphasized that, *"we are working on adopting a library marketing policy to serve as a road map for our marketing strategy"*.

**Conclusions and Recommendations**

**Conclusions**

This study set out with 3 specific objectives which were to: identify the marketing strategies implemented by Academic Libraries in Cameroon; determine the efficiency of marketing strategies implemented by Academic Libraries in Cameroon; and define the challenges faced by Academic Libraries in Cameroon in

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marketing their services. The study found in line with the first objective that marketing strategies implemented were both non-electronic (orientation, information bills, seminars and workshops, rendering effective services and community outreach) and electronic (using emails, text messages, websites, library management software, Facebook, Whatsapp, E-learning platform and blogs).

The study also found in relation to the second objective that although these strategies went a long way to enable the academic libraries achieve their marketing goals, they were inefficient as participants expressed the need for: employment of more technological tools, networking and consortium building, use of information officers, more ICT training, improvement of access to e-collections, 24/7 e-support and engagement in social media. As concerns the third objective, the study found that the academic libraries faced several challenges in marketing. These include poor users' attitude, technophobia, poor ICT infrastructure, poor working environment, limited budget, lack of technological training, epileptic power supply, insufficient information and marketing professionals, limited bandwidth and low levels of information literacy.

**Recommendations**

As recommendations, the findings of this study portray the need for capacity building, partnerships, standby power supply, marketing tools and policy creation. Additionally, the researcher proposes that academic libraries should periodically review and revamp their marketing working documents to flow with current ICT trends. Moreover, marketing of the library and services should not be limited to experts, but should be inclusive of all staff at the operational, tactical and strategic levels who should be well trained to survive in the electronic environment. Marketing plans of these libraries should borrow from the marketing communication mix to ensure that advertisement, direct and digital marketing, public relations, personal selling and sales promotion are effectively covered. By so doing, the library would be placing the users at the centre of their marketing strategy and the likelihood for a positive effect will increase.

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# RELATIVE CONTRIBUTION OF SOCIAL MEDIA PLATFORMS ON THE ACADEMIC PERFORMANCE OF STUDENTS OF THE HIGHER TECHNICAL TEACHER TRAINING COLLEGE (HTTTC) BAMBILI-THE UNIVERSITY OF BAMENDA

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**ABSTRACT**

The main purpose of this study was to determine the relative contribution of social media platforms on students' academic performance in the HTTTC Bambili of the University of Bamenda. A mixed research design constituting of the survey and the correlational research designs were used. The Taro Yamane formula was used to obtain a sample size of 222 respondents, drawn from a target population of 500 HTTTC students. Simple random sampling technique was used in selecting the students. A questionnaire whose validity was established and whose reliability was determined using the Cronbach alpha reliability was used in collecting relevant data. The research questions were answered using the Pearson product moment correlation coefficient (r) and the coefficient of determination ($r^2$), while the hypotheses were tested at the 0.05 level of significance using the p-values for correlation. The findings revealed among other things that 52.4% of the variations in students' academic performance can be accounted for by their usage of social media platforms. It was therefore recommended among other things that The University of Bamenda should assist parents to provide learners with electronic gadgets such as android phones, laptops, desktops, palmtops, Ipad, gadgets that will help learners to access information for academic purposes on social media platforms.

**Keywords:** *Social media platforms, Facebook, Whatsapp, Imo, Twitter, Higher Technical Teacher Training College, Bambili, Students' Academic performance, The University of Bamenda*

## Introduction

### Brief History of the University of Bamenda

The University of Bamenda (UBa) is an Anglo-Saxon University in Bamenda, North West Region of Cameroon. It was created in 2010, following Decree No. 2010/372 of 14th December 2010. The UBa took over from ENSAB (Ecole Normale Superieure Annex of Bambili) which was then divided into two professional Teacher Training schools; Higher Teacher Training College (HTTC), to train teachers of secondary General Education and Higher Technical Teacher Training College (HTTTC), to train Teachers of Secondary Technical Education.

### Campus

The unique campus of the University of Bamenda is Bambili, a subdivision in Bamenda, Mezam Division, North West Region of Cameroon. Bambili is found along the ring road northeast of Bamenda. As an Anglophone area, many school children are taught in English, and the use of Pidgin English is widespread. English and pidgin play a significant role in community life, but the Bambili language still maintains its place as the heart language of the locality.

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In order to improve access to education, Cameroonian Universities have introduced distance learning and e-learning as alternative delivery system in order to overcome challenges such as limited access, insufficient diversity in provision, gender parity, reduced funding, quality insurance and good governance. These changes arose from increasing pressures to respond to market forces and technical opportunities with limited resources and the ever changing needs and demand of society. The Ministry of Higher Education in Cameroon recognizes the use of Information and Communication Technology (ICT) as an important avenue to support and improve the delivery of quality education in Cameroon. This policy seeks to address access to E-content, introduce ICT in training colleges in Cameroon, and provide computers to the administration of state universities in the country. Also, to enhance the use of ICT and learning, the Head of State in 2016 promised to provide a total of 500, 000 computers to all universities in Cameroon, a promised which he fulfilled in 2018.These are positive steps towards realization of the power of ICT both in education and changing the quality of human life.

The internet is an essential part of everyday life all over the world and especially to university students. Significantly, the use of internet facility is increasing daily especially among young people. In the last few years, the Web 2.0 tools such as social networking sites, blogs, wikis and web applications have emerged and users have experienced how these tools are changing human practice and social networking (conole, G, 2008). New practices of sharing information have emerged such as Flick (photos), YouTube (video) and Slide share (presentations). New mechanisms for content production, sharing, communication and collaboration have also emerged such as blogs and social networking sites (such as Facebook, Elgg and Ning) (B.., 2006). The use of these Web 2.0 tools has been significant for general social purposes, but arguably not to the same extent in an educational context. Therefore, in contrast to the lack of uptake of technologies in education, the impact of this technology in general day-to-day practice has been more pervasive (Conole, 2008). The use of computers, mobile phones, and other hand held devices and the internet are now standard aspects of daily routine and activities.

In Cameroon, Facebook is the most visited site after the search engine Google. Unofficial reports put Facebook's daily hits at two million (Mwaniki, 2010). By the year 2010 internet penetration in Cameroon was only 10% of the population. Therefore, only 3,995,570 people could access the service. Out of this population 2.2% were Face book users (http://www.ciafrica.com). Many universities have also embedded Facebook links into their websites to ease accessibility and at the same time keep university websites vibrant and busy with student hits.

By July 2010, Face book had five hundred million users. Seventy percent of who were between the ages of 18-25 years (Facebook.com). This is the commonest age for university students (Bum garner, 2007). By April 2011: Facebook had more than 2.5 billion photos and 14 million videos uploaded each month, 3.5 billion pieces of content (i.e., web links, news stories, blog posts, notes, photos) shared each week, more than3.5 million events created each month and more than 45 million active users groups(Facebook.com)

***BACKGROUND***

Social media is that means that employs mobile and web based technology to create highly interactive platforms through which individuals and community share, co-create, discuss and modifies user-generated content (Kietzmannn, 2012). It is a website that does not just give you information but interact with you while giving you information. It is a group of internet based application that allows the creation and exchange of users generated content. It is easy to confuse social media with social news because we often refer to members of the news as the media. Adding to it, that social news site is also social media site. Some media website includes:

·Social Bookmarking: interact by tagging website and searching through website book marked by others (Blink list, simple).
·Social News: interact by voting for articles and commenting on them (Digg,propello).

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·Social Networking: interact by adding friends, commenting on photo and profiles,sharing groups for discussions (Facebook, 2go, BB chat)

·Social Photo and Video Sharing: interact by sharing photos or videos and commenting on the user submission. (YouTube and Fliki).

· Wikis: interact by adding articles and editing existing articles. (Wikipedia, wikia).

Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. Andreas and Michael 2010) are of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. Social media has become one of the major channel of chatting through platforms such as 2go, BB chat, blogger and wiki. There has been an increase in the mobile social media which has created new opportunities for browsing.

Using social media platform to enhance the learning process can take a number of forms, target various skills, and utilize different tools. University educators propose that social media platforms can have a positive influence on interaction, engagement, knowledge building, and sense of community (Rovai, 2001). However, there is also research that shows that these same tools can distract learners from their studies, and encourage procrastination and superficial thinking.

Studies suggest that social media platform is mainly used by college students to socialize rather than for academic pursuits. Raacke et al(2008) found out that college students around the age of 20 with accounts on MySpace or Facebook use these systems "to keep in touch with old friends" (96.0%), "to keep in touch with my present friends (91.1%), "to post/look at pictures" (57.4%), "to make new friends" (56.4%), and "to locate old friends" (54.5%). But only 10.9 percent stated that they used it "for academic purposes", and only 12.9 percent listed their courses on their profiles. Similarly, Michikyan et al(2015) used a mixed-method approach to investigate the relationship between online academic disclosure (namely status updates about their academic experiences) and academic performance for 261 students with an average age of 22 years. Thematic analysis of their posts indicated that 14% of their contributions to Facebook were academic in nature. On the other hand, the majority of students in Camilla, Sajoh et al (2013) used social media for academic purposes.

Several studies suggest that the time spent on social media platform takes away the time available for studying. Alwagait et al (2015) investigated the role of social media platforms on students' academic performance of 108 Saudi students. Survey data revealed that Twitter was the most popular social network followed by Facebook. The average number of hours spent by students on social media platform was 25.3 hours. Sixty percent of the respondents acknowledged that excessive use of social media platform negatively impacted their performance, and indicated that 10 hours per week of use would ensure that their academic performance is not negatively impacted. Similarly, (Krischner et al (2010) noted that some students do not have control on their social media platform while engaged in academic activities, and that they spend more time on these networks than they do studying or sleeping. They pointed out that empirical research suggests the negative impact of multi- tasking, or attempting to simultaneously process different sources of information, on performance. They underscore that this leads to increased study time and an increased number of mistakes on assignments. (Junco, 2013) examines the relationship between Facebook activity, time taken for class preparation and overall GPA for 1839 students. Hierarchical linear regression analyses indicated that time spent on Facebook was significantly negatively correlated with overall GPA, but only weakly related to time spent on class preparation. Moreover, using Facebook to search for information was a positive predictor of GPA while time spent on socializing was a negative predictor.

Some studies developer into the phenomenon of spending too much time on social media platform and almost portrays it as a coping mechanism. Student in (Krischner et al., 2010) for example, did not believe that it impacted their academic performance negatively. Those who did report a negative influence explained social media platform as a strategy for guiltless procrastination. The path analysis conducted by (Michikyane et al., 2015), mentioned earlier, for example, determined that academic performance was a predictor of Facebook use rather than the opposite. Students with low GPA are more active on Facebook

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than students with high GPA; one of the reasons of this is the fact that students, who are facing academic or social problems turn to Facebook as a way of distraction from the difficulties that they are facing. Similarly, (Fogel et al., 2011)'s study about the self-reported executive functioning associated with academic procrastination by distributing a thirty minutes' questionnaire on 100 university students, showed that there is a relationship between social media platform use, procrastination and poor academic performance, between 30 to 60 percent of college students stated that they use social media platform to procrastinate on their academic duties and socialize or surf the internet.

Many researchers such as (Choney, 2010), (San Miguel, 2009) and (Enriquez, 2010) studies on students' use of the social media platform revealed a negative effect of the use of social media platform on students' academic performance. The American Educational Research Association conducted a research and declared at its annual conference in San Diego California (2009), that social media platform users study less and generate lower grades (Abaleta et al, 2014). Furthermore, a study conducted by (Karpinski et al., 2009), of Ohio Dominican university on college students who use social network have significantly lower grade point averages (GPAs) than those who do not. (Jocabsen et el., 2011), found a negative relationship between the use of various media, including mobile phones, and self-reported GPA among first year university students in the United States.

In Taiwan, (Yen at el, 2009) identified an association between mobile phone use and respondents and reported that respondents have allowed phone use to interfere academic activities whether or not they have allowed phone use to interfere with important social, academic and recreational activities during the previous year. A study conducted at Whitten more school of Business and Economic on one thousand, one hundred and twenty- seven students concluded that there is no correlation between how much time is spent on social networking and grades (Martin, 2009) However, other studies like (Ahmed et al., 2011), (Hanqittai et al., 2010), (Pasek et al., 2009), conducted on the same topic exposed no correlation between social media platform and students' academic performance. Again, University of New Hampshire (2010) study also revealed that students' use of social media sites do not affect grades.

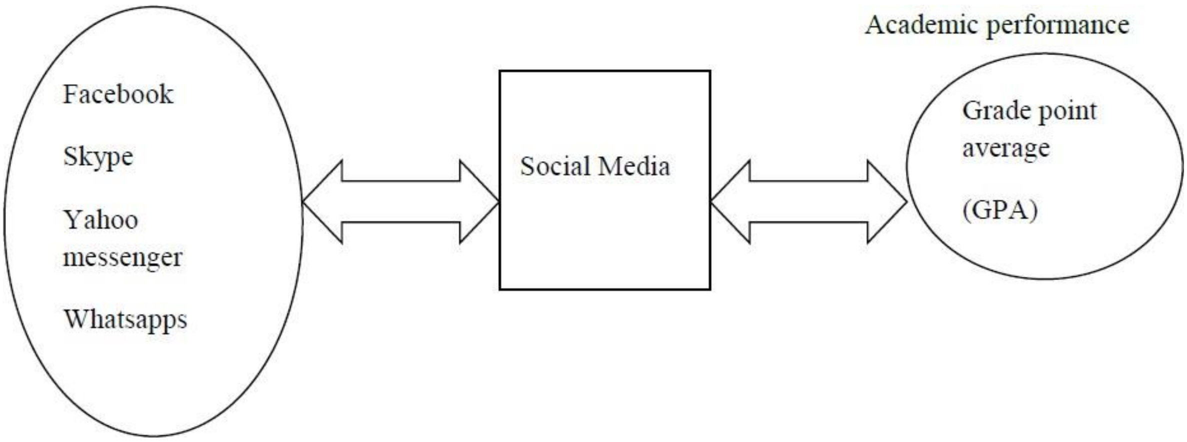


**Figure 1: Research Frame Work**
***Source: Asante et al… (2014)***

Previous research on the relation between social media platform activities and students' academic achievement is growing, but still relatively scarce and concentrated on U.S. students. *Table 1*summarizes the research findings to date. Despite some variation, most studies find a negative relation between time spent on Facebook and academic performance. Some differences might be driven by measurement variance, because most of the earlier studies rely on a self-reported, non-continuous, grade-based measurement of performance grades (Junco, 2012). Other differences might occur because not all of the studies control for prior grades in high school as (Pasek, 2009) do. Previous studies do not measure the effect of social network positions on Facebook, and none of the identify causality (Junco, 2012). This latter lacuna is a limitation that remains valid for our study.

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**Table 1 Previous Research into the Relation of Social Media Platform Activities and Academic Performance**

| Study | Main Finding | Measure of Academic Achievement | Measure of Social Media Activities | Measure of Social Network Position |
|---|---|---|---|---|
| (Jacobsen and Forste ,2011) | Negative relation between exposure to social network sites and academic performance | self-reported GPA, four-point scale | self-reported time-diary on use of electronic media | None |
| (Junco ,2012) | Negative relation between time spent on Facebook and academic performance | GPA provided by university registrar | self-reported time spent on Facebook | None |
| (Karpinski, Kirschner, ozer, Mellott, and ochwo ,2013) | Negative relation between social network use and academic performance | self-reported GPA | self-reported measure of social network use | None |
| (Kirschner and Karpinski ,2010) | Negative relation between Facebook use and academic perfor mance | self-reported GPA | self-reported measure of Face book use | None |
| (Pasek, More, and hargittai ,2009) | No relation between Facebook use and aca demic performance | self-reported GPA, on eight point scale | self-reported dichotomous measure of Face book use | None |
| (Paul, Baker, and cochran ,2012) | Negative relation between time spent on social networks and academic performance | self-reported GPA | self-reported measure of time spent on social networks | None |

Note: GPA= Grade Point Average

***Source: (Skiera et al,2015)***

***Statement of the Problem***

A shift in technology from analogue to digital has brought about an unprecedented change in the way people communicate in our community today. The use of social media platforms today is something that can't be eradicated overnight. The most amazing thing about social media is that many teenagers have joined and many more are still joining. In fact, the use of social media networks like face book, Twitter, WhatsApp, Imo, Skype, viper, YouTube and many others has never reached the peak we are seeing today. Access to internet services has been made easier by a nationwide extension of mobile telephone network, internet connection, and unprecedented fall in prices of android phones and an accelerated increase in the number of mobile phone subscribers among students in the University of Bamenda. From Statistics it is noted that Cameroon has some 16.6 million telephone subscribers by the end of September 2015, this is a pointer toward the continuous increase in the use of ICT tools as well as greater access to social media platform services. Most users of these internet services are predominantly students. Little wonder why many social phenomena in recent months and years in Cameroon were given global exposure by social media network. We can still remember the KubaTeke affair in Douala, the ESEKA train accident and now the upheavals in the northwest and southwest regions. These happenings have seen social media platforms projecting

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themselves as outlet for the spread of fake/true information, violence, hate speech, criminality, indecent content and morbid curiosity. With such increased in ICT activities, it is incumbent to find out the extent to which students of HTTTC Bambili have or are learning relevant content thus increasing their academic performance through these social media platforms

***Objectives of the Study***

- To determine the nature of the relationship between social media platform awareness and students' academic performance.
- To determine the nature of the relationship between social media platform usage and students' academic performance.
- To find out the relative contribution of social media platforms usage on students' academic performance.

***Research Questions***

- What is the nature of the relationship between social media platform awareness and students' academic performance?
- What is the nature of the relationship between social media platform usage and students' academic performances?
- What is the relative contribution of social media platform usage on students' academic performance?

**Research Hypotheses**

- **$Ho_1$:** There is no significant relationship between social media platform awareness and students' academic performance.
- **$Ho_2$:** There is no significant relationship between social media platform usage and students' academic performance.

**Methodology**

A mixed research design constituting of the survey and the correlational research designs were employed in this study. The target population for this study was made up of 500 students of HTTTC in the University of Bamenda. A sample size of 222 respondents was drawn from the target population of 500students using the Taro Yamane formula. The sample was obtained using the simple random sampling technique.

The instrument used to collect data from the field was a self-designed questionnaire. The questionnaire was designed in five sections. Section A was based on the demographic information of respondents, section B dealt with social media platform awareness, section C handled social media platform usage, and section D was based on the academic performance of respondents in the 2019/2020 academic year. The instrument was validated by three experts. Furthermore, the Cronbach alpha reliability of the instrument was found to be 0.83 for section B, 0.79 for section C and 0.81 for sections D. The questionnaires were personally administered by the researchers. The 2019/2020 second semester GPAs of the respondents were used to depict their academic performance. These GPAs were converted to scores on 20. The research questions were analyzed using the Pearson product moment correlation coefficient (r) and the coefficient of determination ($r^2$). The hypotheses were tested at the 0.05 level of significance using the p-values for correlation.

**Findings**

The findings of this study are presented according to the research questions under investigation

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**Nature of the Relationship between Social Media Platform Awareness and Students' Academic Performance**

***Table 2: Pearson Correlation showing the Nature of the Relationship between Social Media Platform Awareness and Students' Academic Performance***

| | | | Social Media Awareness | Academic Performance |
|---|---|---|---|---|
| Pearson Correlation (r) | **Social Media Awareness** | Correlation Coefficient | 1.000 | .513** |
| | | Sig. (2-tailed) | . | .000 |
| | | N | 140 | 140 |
| | **Academic Performance** | Correlation Coefficient | .513** | 1.000 |
| | | Sig. (2-tailed) | .000 | . |
| | | N | 140 | 140 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 indicates that out of the 222 respondents who took part in this study, 140 indicated that they were merely aware of social media platforms and rarely or never used it. Again, the table shows that the value of the Pearson correlation (r) between social media platform awareness and students' academic performance is 0.513. This finding implies that there is a moderately positive relationship between students' social media platform awareness and their academic performance. Table 2 further suggests that the r value of 0.513 is significant at the 0.01 level of significance. Consequently, $Ho_1$ was rejected. It can therefore be concluded that there is a significantly positive relationship between social media platform awareness and students' academic performance.

**Nature of the Relationship/ Coefficient of Determination between Social Media Platform Usage and Students' Academic Performances**

***Table 3: Nature of the Relationship between Social Media Platform Usage and Students' Academic Performance***

| | | | Social Media Usage | Academic Performance | Coefficient of Determination |
|---|---|---|---|---|---|
| Pearson Correlation (r) | **Social Media Usage** | Correlation Coefficient | 1.000 | .724** | |
| | | Sig. (2-tailed) | . | .000 | |
| | | N | 82 | 82 | |
| | **Academic Performance** | Correlation Coefficient | .724** | 1.000 | 0.524 |
| | | Sig. (2-tailed) | .000 | . | |
| | | N | 82 | 82 | |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows that out of the 222 respondents who took part in this study, 82 indicated that they were actually using social media platforms. The table also shows that the value of the Pearson correlation (r)

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between social media platform usage and students' academic performance is 0.724. This finding implies that there is a high positive relationship between students' social media platform usage and their academic performance.The table further indicates that the coefficient of determination ($r^2$) for the test is 0.524. This implies that 52.4% of the variations in students' academic performance can be accounted for by their usage of social media platforms.

Finally, Table 3 indicates that the r value of 0.724 is significant at the 0.01 level of significance. Consequently, $Ho_2$ was rejected. It can therefore be concluded that there is a significantly high relationship between social media platform usage and students' academic performance.

**Discussion of Findings**

The findings of the study reveal that a significantly positive relationship exists between students' social media platform awareness and their academic performance. Similarly, a significantly positive relationship also exists between students' social media platform usage and their academic performance. These findings contradict those of many researchers (Choney, 2010; Junco, 2013; Michikyane et al., 2015) who established that negative relationships exist between students' social media platform awareness and their academic performance and between students' social media platform usage and their academic performance. To these researchers most students use social media platforms to keep in touch with their friends and as a means of distraction.

The contradictions in the findings may be partly due to the fact that in 2020 when the study was carried out, teaching and learning in The University of Bamenda as a whole was mostly carried out online as a result of the COVID-19 pandemic. Thus most students did not use social media platforms just to keep in touch with their friends and as a means of distraction but rather as platforms for learning. This justification is further supported by the fact that the correlation between students' usage of social media platforms and their performance was much higher compared to that between students' awareness of social media platforms and their performance.

Lastly, given the fact that up to 52.4% of the variations in students' academic performance can be accounted for by their usage of social media platforms as indicated by the findings, one can conclude with certainty that social media platforms are indispensable tools for the academic success of HTTTC students of The University of Bamenda. Thus these platforms are great necessities especially now when the effects of the COVID-19 pandemic are still being observed.

***Recommendations***

- The University of Bamenda should assist parents to provide learners with electronic gadgets such as android phones, laptops, desktop palmtops, ipad; devices that will help learners to access information for academic purposes on social media platforms.
- Schools/Faculties in The University of Bamenda should organise workshops and seminars on the use of social media platforms for educational purposes. This will go a long way to empower learners on how to use social media platforms for academic purposes, especially those learners who are not very verse with the use of these platforms.
- Internet facilities should be made available and accessible in the university community

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# ORGANIZATION OF THE INDEPENDENT WORK OF STUDENTS OF HIGHER EDUCATION USING THE WEB-QUEST METHOD

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**ABSTRACT**

This article is devoted to the actual problem of using information and communication technologies in the organization of independent educational activities of university students. The article considers the issues of using a web quest as a form of organizing independent work, which serves to form creative cognitive activity and independence of students, skills of analysis, synthesis and critical assessment. The development technology and the most common forms of a web quest are given.

**Keywords**: independent work of students, web quest, Internet resource, Internet technologies, information and communication technologies.

## INTRODUCTION

In the modern world, the main task of a higher educational institution is the formation of a creative personality of a specialist capable of innovation, self-education and self-development. It is impossible to solve this problem only by transferring knowledge in a ready-made form from the teacher to the student. The student should become an active creator of knowledge, able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. In this regard, when organizing the educational process, special attention should be paid to the organization of independent work of students. This involves the orientation of the educational process to active methods of mastering knowledge, the development of creative abilities of students and the transition to individualized learning, taking into account the needs and capabilities of each individual.

In accordance with the new educational paradigm, any novice specialist, along with fundamental knowledge, professional skills and skills of his / her profile, must have experience in creative, research and social assessment activities, which are formed in the process of independent work. Independent work of a student can be defined as " planned work performed according to the assignment and with the methodological guidance of the teacher, but without his direct participation» [4]. It is intended not only for mastering each specific discipline, but also for developing skills of independent work in general, the ability to take responsibility, independently find constructive solutions and a way out of crisis situations. The importance of independent work is great, as it plays an important role in the development of independence as a character trait. The effectiveness of the organization of independent work of students largely depends on the applied pedagogical technologies of training. This can be both traditional technologies and modern ones that open up unlimited opportunities for learning – computer technologies. In the life of a modern person, the computer is an integral part of his professional activity, and recently he began to take a strong position in the educational process. Today, students actively use computer technologies in their daily lives [9]. Therefore, the problem of preserving and developing educational motivation is most relevant. Nowadays, it is difficult for teachers to find the right approach to students, because they are "not surprised by anything", it is difficult to interest and motivate them. The task of teachers today is to find the right methods and approaches to teaching modern students [10]. The formation of a creative personality of a specialist capable of innovation, self-education and self-development is impossible by transferring knowledge in a ready-made form from the teacher to the student. The student should become an active creator of knowledge, able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. In this regard, when organizing the educational process, special attention should be paid to the organization of independent work of students.

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Independent work of students using information and communication technologies, Internet technologies is an active method of teaching, in the process of which students, on the instructions of the teacher and under his guidance, solve not only the educational task, but also get the necessary skills to work with a computer, with various information.

The activity of this method is determined primarily by the purpose, which independent activity is realized by the student, becomes

it is relevant and important, there are motives of activity: the need to expand their knowledge, learn new things; possess the ability to work with a computer; a desire to show independence, to perform the task without assistance; the need to test your knowledge; opportunity to publicly present the results of its activities.

**THE MAIN FINDINGS AND RESULTS**

The use of information and communication technology in the organization of independent activities allows you to automate the organization of independent activities, develop a creative approach to solving problems, form information and communication competencies of students, use them for distance learning and control, as well as expand, consolidate and contribute to the deepening of knowledge gained in the audience. The most important means of forming students of all kinds of cognitive activity is the performance of various types and types of independent work.

Web quests play an important role in organizing students ' independent work. This method of teaching and controlling knowledge, skills and abilities meets modern requirements and features of the educational environment. It was developed in 1995 by San Diego State University professors Bernie Dodge and Tom March. The new method quickly gained popularity among American and European teachers, and since the late 90s of the twentieth century began to spread in Russia [2].

Based on the fact that a modern student spends most of his time on the Internet, we believe that the use of Internet resources, electronic resources will provide access to tasks for extracurricular independent work and their implementation, regardless of where the student is located: in the library, in the classroom, at home or on the street [6].

These technologies improve students ' ability to work with information located on different media, plan their activities, and increase their interest in studying disciplines and interdisciplinary courses. It is the web quest that combines elements of problem-based learning, project methods, and games and involves the active use of information and communication technologies.

Even D. Dewey and his followers turned to problem methods, believing that " setting a problem and finding ways to solve it and thinking about the results obtained are the best ways to achieve the main goal – the intellectual development of the individual, the formation of skills to work with information» [5].

According to E. S. Polat, the project method allows you to search for a solution to the problem in practice, makes it possible to comprehend theoretical knowledge and forms the ability to find ways to solve problem situations [5].

Analysis of Internet resources, scientific articles and methodological literature showed that the web quest is considered as a technology, problem task, method, form and means. Web quest as a technology is a set of methods and tools to achieve the desired result.

Ya. S. Bykhovsky notes that an educational web quest is a site on the Internet that students work with, performing a particular educational task [3].

According to M. V. Andreeva, a web quest is a problematic task with elements of a role-playing game, for which information resources of the Internet are used [1].

Ya. S. Bykhovsky considers a web quest both as a method and as a form. Web quest as a method is a method of interrelated activity of the teacher and students, aimed at solving educational problems, ways of organizing educational and cognitive activity of the student. Web quest as a form-ordering, establishing, bringing into the system of interaction between teachers and students when working on certain content [3].

Under distance learning specialists of the American Association (USDLA) understand the learning process in which the teacher and student are geographically separated and therefore rely on electronic means

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and printed manuals for the organization of the educational process [8].

E. S. Polat understands distance education technologies as educational technologies implemented mainly with the use of informatization and telecommunications tools, with indirect interaction between the student and the teacher [5]. Thus, distance learning is considered as a form of independent learning using electronic learning tools, and distance technologies involve the use of information and telecommunications tools to organize the learning process. Based on this, the web quest can be used in working with students as a form of organizing distance learning.

Cynthia B. Leung and Zafer Unal conducted a study aimed at identifying the advantages and disadvantages of using web quests in the learning process. The advantages of using web quests were identified as personality-oriented nature, attractiveness for students with different sensory channels of information perception (visual, auditory, kinesthetic), the effectiveness of time use during the training session, as well as the development of competencies, computer literacy and critical thinking. The disadvantages were the obsolescence of Internet resources that are becoming unavailable, as well as the possession of certain skills by students to perform web quest tasks [7].

Web quest - a problem task with elements of a role-playing game, for which information resources of the Internet are used. Students independently search for information on the Internet or on recommended electronic media, performing a teacher's task or under the influence of personal motivation.

When organizing independent work of students using information and communication systems, a significant role is played by the teacher, in particular, in web quests, first you need to determine the problem problem, then think through the expected result, then decide on an approximate list of information sources, think through the process of activity, and already at the final stage – presentation of the results of search activity. In all this, the teacher helps, monitors, directs.

The subject of web quests can be very diverse, problematic tasks can differ in the degree of complexity. The results of the web quest, depending on the material being studied, can be presented in the form of an oral presentation, a computer presentation, a web page, etc.The web quest refers to project activities and problem-based learning. To make the project interesting, it is advisable to use various network services. Web quests have a number of advantages, including: motivation of students to learn new material; organization of work in the form of purposeful research, unlimited in time; activation of independent individual or group activities of students, which they themselves manage.

Bernie Dodge defined the following types of tasks for web quests: retelling-demonstration of understanding of the topic based on the presentation of materials from different sources in a new format: creating a presentation, poster, story; planning and design – developing a plan or project based on given conditions; self-knowledge – any aspects of personality research; compilation-transformation of the format of information obtained from different sources: creating a book of recipes, a virtual exhibition, a time capsule, a culture capsule; creative task – creative work in a certain genre-creation of a play, poem, song, video; analytical task-search and systematization of information; detective, puzzle, mysterious story-conclusions based on contradictory facts; consensus - development of a solution to an acute problem; assessment-justification of a certain point of view; journalistic investigation-objective presentation of information (separation of opinions and facts); persuasion – persuasion of opponents or neutral-minded persons; scientific research-the study of various phenomena, discoveries, facts based on unique online sources.

Information and communication technologies serve not only as a source of disclosure and development of students ' creative potential, activation of their cognitive processes, but also as a means of improving the general culture of a person through the formation of information skills. It is the active informatization of the education system and the expansion of opportunities for using the global Internet in the educational process that contribute to solving these problems.

Modern students are already actively using new technologies in preparing for classes, writing creative and research papers. The Internet contains a large number of information resources, which provides not only new educational opportunities, but also develops skills and abilities to use information. Working

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with information obtained from the Internet forms the skills of its systematization, develops the ability to analyze and critically perceive it.

Web quest is called “a specially organized type of independent research activity, for which students search for information on the Internet at the specified addresses” [3]. This type of activity provides a rational use of time for independent work of students, the ability to quickly search for the necessary diverse information and its use in the educational process and the development of critical thinking skills, analysis, synthesis and evaluation of information. This method of teaching and controlling knowledge, skills and abilities meets modern requirements and features of the educational environment.

The technology of developing web quests is a complex process that requires a lot of time, effort and energy of the teacher, who uses extensive information from Internet resources on a specific topic to create tasks. On the other hand, when working on this type of independent work, the student can choose the most convenient pace for completing the task, regardless of whether he works in a team or individually. Moreover, students are given the opportunity to search for additional information on the topic, but within certain limits set by the teacher. This involves pre-selection of sites by the teacher to exclude the possibility of using unconfirmed, false or biased information. The teacher should evaluate the information from the point of view of the possibility of its use in the educational process and select Internet resources.

E. I. Barguzin represents the technology of development web quest in the following main stages: 1) formulation of a brief introduction: description of the main roles of the participants, the scenario of the web quest, the work plan and deadlines; 2) development of the task; 3) presentation of the bank of information resources necessary for the task: links to web pages, thematic chats, books or other materials available in the library or the teacher; 4) step-by-step description of the stages of the task, which involves: a) independent study for students of the proposed materials; b) teacher consultation on issues concerning directly the content of a web-quest or its presentation; C) students do the job; d) discussion of results of work of each team member among students and selection of the most relevant material for the final presentation; d) recommendations for teacher use of electronic resources; e) the recommendation of the teacher in the execution of final presentation; 5) guide to the organization and systematization of the material: the time of the web quest and step-by-step distribution of sites; 6) conclusion summarizing the experience gained by students during the web quest: final presentation, publication of students ' works, organization of round tables [2].

The most common forms of web quests are the following: - Character interviews, where questions and answers are developed by students. - Creating a database, or "virtual world", on a specific topic, where students move through hyperlinks. According to the timing of tasks, web quests are divided into short-term and long-term ones.

The goal of short-term projects is to acquire knowledge and integrate it into your knowledge system. Working on this type of web quest takes from one to three sessions. Long-term projects are aimed at expanding and clarifying concepts. At the end of the work on such a web quest, the student should be able to analyze the data obtained and modify them. Work on a long-term web quest can last from one week to a month. Placing web quests on the web and being able to choose the role that the student will act on when completing the task allows you to increase the motivation of students to achieve the best educational results. An important point in planning a web quest is the evaluation of the results of the task by students. There are a number of criteria that allow us to take into account not only the assessment of language knowledge, but also communication skills, which is a central task in teaching a foreign language. Undoubtedly, the main advantage of using web quests in the educational process is to stimulate students to independent analytical and creative thinking, to involve them in an objective assessment of their own results and the results of their colleagues.

## CONCLUSION

Web quests are not only an innovative method of teaching and controlling knowledge, but also a completely new method of obtaining this knowledge by students. At the same time, the teacher acts as an assistant who directs the independent creative process of finding answers to the questions posed in the web

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quest. Of course, drawing up a web quest requires time and high professionalism of the teacher, but by developing a series of tasks on a specific topic, the teacher will be able to use them in subsequent years, which not only saves time, but also makes the learning and control process interesting and modern. Moreover, web quests also contribute to the development of skills necessary for a person in the XXI century: the ability to work in a team, objectively approach the assessment of their achievements, the ability to analyze, think independently and creatively and navigate a huge flow of information.

Thus, this study showed that the use of web quests in the educational process contributes to the development of students ' interest, provides interactivity in the learning process, the ability to work at a convenient pace, and also allows them to develop the ability to search for information and critically relate to it. There are quite a large number of web quests on the Internet, but they are mainly addressed to school students. We believe that the use of web quests will change the process of organizing independent work of university students, and will also help to increase motivation for educational activities, mastering the information and communication system with the competencies indicated in the state educational standard.

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# *FEATURES OF FORMING A VIRTUAL PERSONALITY OF AN INTERNET USER*

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**ABSTRACT**

The article refers to the process of forming a virtual identity. Virtual identity is defined as the desired image of a subject that has no physical representation but is a personality self-presentation in the Internet space, through which he establishes his ties with a virtual environment and extends its social experience. The author examines the changing social experience during the formation of virtual personality, including: language, personal meanings, theoretical and empirical knowledge. As the main characteristics of the individual author defines virtual virtuality, focus, involvement in the Internet space.

***Keywords:*** virtual identity, social experience, outlook, Internet language internet user.

## INTRODUCTION

Symbolism of personality - the property of post-non-classical society, expressed in the status of "man-information", leads to an increase in the process of personalization of the individual, independence in the perception and interpretation of information. This process is associated with the erosion of social roles, the transformation of existing identities and the emergence of new ones. The problem is to determine the main characteristics of the virtual identity of the Internet user, its interaction and bi-directional influence with the real prototype, which will allow to influence the process of its formation to prevent the deviant direction of Internet socialization.

**The purpose of the article** is to analyze the features of the formation of the virtual identity of Internet users.

Features of the formation of a virtual personality. We believe that the concept of virtual personality, virtual identity, virtual image of "I", virtual self-presentation within our research can be used as synonymous. Given that a person on the Internet network has a multivariate choice for constructing not only personal space, but also himself, we define a virtual personality as a desired image of a subject that does not have physical representation, but represents a self-presentation of a person in the Internet space, using which he establishes his connections with the virtual environment and expands his social experience.

Changes in social experience are associated with changes in the worldview of the individual. The formation of a worldview is influenced by empirical and theoretical knowledge of the person about the world, sign systems, in particular, speech and personal meanings. We analyze these components in more detail.

Empirical and theoretical knowledge of the individual about the world. With the spread of the Internet, another transformation of knowledge has begun. Of course, changes have occurred earlier, at previous levels of the development of the information environment, however, according to scientists [3, 6], not only the increase in information flows is characterized by the era of the Internet, but, above all, the attitude to information. In the Internet space, the real world is replaced by the world of ideas, virtualized. Information transfers a person from the real world to the virtual world, which is alternative for presence and absence. Events that take place in a virtual environment contain both existing and non-existent things. Information remaining both a characteristic of objective activity and a means of control, more and more acquires a valuable content. Spatial-temporal ideas about the world, the idea of the return of time, are changing. So the statement “what you write with a pen, you can’t cut it with an ax” becomes irrelevant for Internet users, where it is possible to destroy or save the written text at any time. Choosing things, cosmetics, equipment in a virtual store becomes more convenient than going to a real store.

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News of science, technology in a popularized form or in the form of scientific theories are posted on websites and is the subject of discussion at various forums. Knowledge about the world is changing, the feeling of the impossible disappears (a person can simultaneously be in different places due to virtual representation, manipulate time and events in a virtual space), which cannot but lead to a transformation of worldviews.

Under the influence of new information flows, human knowledge about the world is expanding. However, it is this growth that causes a feeling of unlimited human knowledge and unlimited personal capabilities. Knowledge ceases to be static and is considered only in dynamics. Substantive attitudes are changing that the objects themselves are already losing their material functions, turning into symbols, simulacra.

Internet language. According to the Humboldt linguistic relativity hypothesis, people who speak different languages have different pictures of the world. So it was at all levels of the development of the information society. The advent of the Internet and the globalization of society, blurring of spatial and temporal boundaries, the problematic nature of non-verbal expressions, the rejection of spoken language and the transition to writing have led to the need for a language that would be understandable to all participants in the process. This process has in common with the creation of an international system of units. So, a new form of speech interaction has appeared on the Internet - written colloquial speech, which carries the influence of a new, networked way of life and thinking. According to the concept of L. Wittgenstein, mental images and processes are derived from language. The language is considered outside the context of use, and is investigated in terms of representing a picture of the world [4].

Among the features of the created language is a large number of slangs: professional slang of hackers, RPG players, users of search engines, ordinary users, etc. A person who first enters the new cultural environment of the Internet undergoes inculturation, adapts to the new cultural situation, rebuilds his picture of the world according to new language requirements. For example, the phrases “throw on the soap” or “hack once”, “like”, “repost” are incomprehensible to outsiders. In addition, there are abbreviations understandable only to users, the use of transliteration and transcription, for example: IMHO (in my humble opinion) is an example of abbreviation; google the abstract - transcription, etc. .. Another feature of Internet speech is its saturation with graphic symbols, replacing non-verbal manifestations of emotions. It is impossible not to note a large number of grammatical errors when writing texts. From the point of view of researchers, such illiteracy can be caused by a number of reasons, besides the total illiteracy of the population. Firstly, mistakes can be made, according to V. Baoyan and M. McLuhan, as unofficial signs of belonging to the Internet or the Internet community; secondly, errors can be part of a virtual image, enhancing it (carnival communication); thirdly, mistakes are only a means of expressing attitudes towards the interlocutor [1].

Thus, the emergence of a new international Internet language, the borrowing of foreign words, the introduction of an emoticon can lead to a unification of the linguistic picture of the world, which will certainly affect the change of worldview.

Personal meanings. We will consider meaning as a systemic characteristic acquired by an individual in his living space. When a part of a person’s living space is transferred to the Internet environment, the level of cognitive complexity of the relationship between a person and surrounding reality changes. The low level of cognitive complexity was associated with a rigid fixed picture of the world: the dichotomy “black - white” reflects only two poles and nothing in between. In an online environment, various dichotomies are in a state of uncertainty. The high level of cognitive complexity corresponds to susceptible flexible constructs for various life situations. The picture of the world of personality is changing, it is becoming more dynamic. Alternative forms and strategies of personal behavior appear, the ability to empathy, tolerance, and the achievement of a new experience increases. First of all, the filters of information that a person receives disappear.

The search server gives a large array of files at the request of the user and it is already the problem of the user to determine those files that are true for him. All types of information go through open filters. Conclusions and ideas can be supported or canceled by others, each idea has its supporters and its opponents.

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This approach to filtering information transfers the responsibility for the choice to the user. A large amount of information that is freely available, ease of use of such information, can lead to an uncertain boundary between the use of someone else and creating your own.

D. Weinberg points out that on the Internet, by attracting a large number of people with different levels of knowledge and experience to solve the problem, a new type of knowledge is emerging. The Internet saves every word, generating new knowledge in real time. Each user can take part in the formation of new knowledge, ask a question, give an answer, put forward his theory. The boundary between the individual and the supra-individual is blurred. In addition, the Internet is the same for all users, demonstrating the function of "unlimited scaling." An example of uncertainty can be the placement on the user’s page of any information - a song, poem, meme, not created by the user. Therefore, the information that is on the page cannot be unambiguously defined as one's own or another's. It lies on the user’s page - it means it, but anyone can use it, it has not been created by the user and can be “reposted” to another page, so this information is foreign. It’s hard to hide something on the Web, but whoever posts the information may remain anonymous. So, on the Web there is nothing secret and nothing obvious. Thanks to the Internet, all the shortcomings of scientific research are made public. On the Internet, knowledge exists in the form of an endless interweaving of links, discussions, and a clash of opposing points of view.

Another criterion for the semantic development of personality, according to B. S. Bratus, is the attitude to another person [2]. We believe that in the Internet space the relationship phenomenon takes on new forms due to the possibility of being online and offline, of collective existence in general. We believe that these changes are reflected in the worldview of the individual.

So, the personal meanings of the personality are changing. One problem can have one input and many outputs. Obviously, there were exits before, but only the Internet space allowed us to view them simultaneously, on the same surface, without the risk of losing. In the Internet language there are unified paraverbal language tools that are international and understandable to all users, which unifies the picture of the world of the individual. With the advent of paraverbal Internet tools, users began to express emotions and feelings in the same way. A virtual personality is manifested with the help of texts created and interpreted by him in the process of virtual communication. The main characteristics of a virtual personality include: quasilicity, invented and controlled by a real person; a change in attitude to time and space; a high degree of enthusiasm for virtual activity; lack of an ultimate goal; self-orientation; improving technical literacy; polarity of behavior. The transformation of personal meanings at the level of world images leads to a change in the concept of reversibility of events. Time flows in both directions: the player can replay the game from the place where he played unsuccessfully; the author can delete a part of the text and return the very first version by clicking the corresponding button - all this cannot but affect the personality's value system. That which has always been unreachable, holy, is subordinate to the user and gives him a sense of power. The relationship cause-effect is being transformed. A person can no longer unambiguously determine where there is a cause, and where is a consequence.

The effects of multiplicity arise - a person can be at the same time in many places with a different face, creating different virtual identities. A single linguistic and value space causes the phenomenon of synchrony: people who are in the same space begin to think and act similarly. The literature describes the phenomenon of semantic resonance, which is associated with the fact that "virtual space is the" place "for the meeting of different consciousnesses and many" inputs "for simultaneous" connection ". This is precisely what leads to the effect of resonance, when the opinions of other forum participants lead to a “flash” of new thought. The absence of physical factors in the virtual space and a certain detachment of virtual communication makes this effect stronger.

According to N. V. Chepeleva, the semantic space ensures the integrity, autonomy and stability of the personality, contributes to the preservation of its identity, and also creates the conditions for the design of a new personality, the emergence of new meanings, new self-identification [7].

Changes in space-time representations, the possibility of time reversibility are the basis of changes in cognitive attitudes [5], the possibility of virtual death and a new virtual birth lead to a change in the value of

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human life. The loss of physicality turns the interaction of people into the interaction of images, simulacra, causing the need to attract attention at the expense of nicknames, avatars, statuses.

**Conclusions.** The above leads to the idea that a virtual personality is characterized by the following features: virtuality, involvement in the Internet space, orientation.

Virtuality. It is estimated by the following parameters: life time in the Internet space, virtual priorities over real life, the desire to replicate an image on the Internet or translate into a role. A person with a high level of virtuality strives to spend as much time on the Internet as possible, prefers the Internet space to the real one, creates many variants of his images. A low level of virtuality is inherent in users whose network activity correlates with real life. In this case, a person uses skills, skills from real life to stay in virtual space.

Engagement. It is characterized by instrumental skills, a sense of belonging to a network subculture. A person with a high level of involvement feels that he belongs to a network culture, has sufficient knowledge to navigate the Internet space, and is highly motivated to work on the Internet.

Directivity. It contains information on the prosocial, social or antisocial orientation of socialization in the Internet environment. Prosociality is expressed in compliance with social norms adopted in the Internet space in general and current legislation in particular. Asociality corresponds to episodic violations of the norms accepted in the Internet space, the use of unauthorized resources. Antisociality is expressed in the tendency to violate the norms of network etiquette, social norms adopted in the Internet space in general and current legislation in particular.

Of interest for research are gender preferences in the created image, its social adaptability in the virtual space, and the aggressiveness of the image.

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# ASPECTS OF TEACHING FOREIGN LANGUAGES AT A TECHNICAL UNIVERSITY

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**ABSTRACT**

In this article we will try to consider some methodological principles and features of teaching a foreign language in a technical university, based on the criteria for the development of professional competence.

The emergence of the concept of competency-based approach - the "competence-based approach" in European higher education entailed a reassessment of the teaching methodology, including teaching a foreign language. The main goals and objectives of the new methodological approach in education were determined by the Commission "Pan-European Format of Foreign Language Proficiency: Training, Teaching, Level Assessment"

**Key Words:** pedagogical level, methodological level, Projects Method, Case Study Technology, Technology "Debate.

## 1. Introduction

The beginning of the 21st century is characterized by the creation of a global information structure, the transformation of information into an economic category, the development of various information technologies, including in the field of education.

Media education, as a set of means and methods of teaching youth today is more relevant than ever. Changes in education occurring under the influence of the rapid introduction of information technology in all spheres of life, impose serious requirements on the level of competence of a teacher who needs to master the role of a consultant for a student. Researchers and educators from around the world emphasize the special need for media education.

The complex of educational disciplines "Liberal Arts" refers to "objects and skills that in classical antiquity were considered fundamental to the competence of a free person who takes an active part in social and creative life, what in ancient Greece included participation in political, social, philosophical discussions, defense in court, participation in construction, military service. " Grammar, rhetoric, geometry, arithmetic, logic, astronomy formed the basis of Liberal Arts.

In the modern world, in the era of globalization of the economy and communications, development of cooperation in all areas of social, political and cultural life, there can be no doubt that English - the language of international communication, the Internet, science and technology - is an integral part of multidisciplinary education.

## 2. Main part

One of the principles of the competency-based approach in teaching a foreign language at a technical university is "the formulation of learning objectives based on the end result, that is, the acquisition of knowledge, skills, attitudes, values and / or competencies for students to learn and then put into practice after completing an academic period. "

In this regard, in our opinion, the process of teaching a foreign language in a non-philological university, including engineering specialties, should be structured in accordance with and in accordance with relevant educational programs. In the framework of the bachelor's degree in engineering specialties, teaching a foreign language lasts 3 years. The technology "competence-based approach" involves the planning of educational material, focusing on three stages of training depending on the tasks: general training, the basics of phonetics, grammar, speaking practice; specialized training - skills in selecting, scanning, reading texts in a specialty, annotating, preparing messages in a specialty; socio-professional training - an advanced level of

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language proficiency, which includes the ability to listen and understand lectures in a foreign language, participate in seminars and discussions on professional topics, conduct presentations in the specialty.

At the first stage of linguistic training, the main task is to develop general communication skills - i.e. general competence (speaking skills and reading comprehension).

The second stage - the stage of specialized training includes initiation into specialized communication: mastering professional vocabulary units and structures of technical discourse, pragmatic understanding of texts, annotation and discussion of what has been read.

The third stage - the stage of socio-professional training implies further improvement and development of the acquired skills, namely the development of the skills of oral and written discourse given by the proposed circumstances. This is the sociolinguistic competence in the field of language education; full possession of it will allow students to be involved in the process of academic mobility, and will also make it possible for future specialists to participate in international projects and scientific activities.

The most relevant technologies that meet the above objectives in the process of teaching a foreign language in a higher technical school are the following:

**Projects Method**.

This method, based on the "competence-based approach" in teaching spoken and professional language, implies motivation, interest and independence of students. Here the idea of developing, creative learning is embodied. The project method in teaching a foreign language is used at all stages of training, according to the “competence-based approach” methodology: the proposed topics of projects will be different depending on the preparedness of students. The introduction of this method not only provides conversational practice, but also reveals the individuality of students; they learn to propose solutions, to take responsibility. Students work in a team, together with the teacher, they not only look for extraordinary solutions, but also analyze each step of their learning, identify shortcomings and errors, look for the causes of difficulties and find ways to correct errors. The teacher, correctly guiding the discussion, suggesting the necessary vocabulary and refraining from correcting grammatical errors during the discussion (they will be taken in pencil and discussed at the end of the lesson), can bring students not only to a new level of language proficiency, but to introduce a new vision of the problem itself.

**“Case Study” Technology**. This method is a method of analyzing a specific educational and business situation in a foreign language, also based on the "competence-based approach" method. In the framework of this teaching methodology for students, instead of answering specific questions in the texts, it is necessary to fully comprehend the proposed situation. This technique ensures the development of independence and initiative, removes barriers in the use of a foreign language (the desire to speak prevails). The development and teaching by the method of analysis of a specific educational and business situation is mainly applied at the third stage of training using the technology "competence-based approach". This method is a difficult task for the teacher, requiring high professionalism in the practice of fluency in foreign speech, pedagogical skills and wide erudition.

**“Incomplete Bid” technology.** Students are asked to read the incomplete sentence and continue it quickly with any words, students continue the sentence depending on the grammatical meaning of thesentence.

**“The brain ring” technology** is very suitable for lessons -generalization of the studied material. The content of the types is completely different and includes sections such as dictionary, grammar,reading, listening and writing. Helps students to teach well.

**“Role-playing” technology.** “Role-playing” is a simultaneous speech,play and educational activity. From a student perspective, role-playing is a play activity that moves in different roles. The educational nature of the game is often not recognized by them. The goal of the game for the teacher is to shape and develop students ’speaking and speaking skills. The role play is managed, its educational feature is clearly recognized by the teacher. Because role-playing is based on interpersonal relationships, it evokes a need for communication, arousing interest in participating in a foreign language,performs amotivational and motivating function. Role play in many ways determines the choice of language

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tools, helps to develop speaking skills, and allows students to imitate communication in a variety of speech situations. In other words, it is an exercise to master skills in interpersonal communication. Students pay attention to grammatical rules in speech formation and speech formation, and listeners will be able to learn grammatical concepts by listening. In this regard, role-playing provides a learning function.

**3. Conclusion**

In our country, thanks to independence, foreign languages are taught and considered separately. The work of thousands of foreign language teachers, the creation of all conditions for the qualified work of personnel in our country and abroad, multimedia textbooks in English, German, French, services of electronic resources for learning English, in the educational process the organization of modern language rooms is a clear proof of this. Based on improving the teaching of the younger generation in foreign languages and the training of specialists who can speak these languages fluently, the goal is to create conditions for the development of international cooperation and communication, access to information resources from around the world with the achievements of world civilization. The famous German scientist Y.V. As von Goethe said, "He who does not know a foreign language does not know his own language." For this reason, working with foreign language specialists, but also all future professionals studying at the homes of non-language students, has created foreign languages, in which it is important to take advantage of the opportunity to communicate freely. There is an article among our people: "A person who knows the language knows". Indeed, it is possible to have the opportunity and advantages of working with someone who knows a foreign language. One of the main requirements that can be added to the staff today is a perfect knowledge of foreign languages.

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# TEACHERS' PROFESSIONAL COMPETENCE LEVEL IN THE IMPLEMENTATION OF SOCIAL ADAPTATION OF VISUALLY IMPAIRED YOUNG GRADUATES

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**ABSTRACT**

This article scientifically substantiates that the educators professionalism in the blind youth adaptation to social life depends on their knowledge, skills and abilities. It is said that the educators role is invaluable in ensuring that every young person has a place in independent life, builds an independent family and works on an equal footing with healthy young people.

**Key Words:** *education, personality, social relations, competence, education, pedagogue, correctional training.*

## 1. Introduction

It is safe to say that the successful educational process management, the education quality provision to students, the educational programs and projects implementation, of course, depends on teachers. We can see that any curriculum or project that is being implemented depends on the teacher's pedagogical professionalism as well as the experience he or she has gained in his or her specialty. We read on various websites that all developed countries spend a lot of public money on education.

As noted in the address of President Shavkat Mirziyoyev to the Oliy Majlis of the Republic of Uzbekistan on January 25, 2020, "In our society, the constant improvement of the spiritual and educational level of the population, especially young people, is of paramount importance. Therefore, On the basis of the program idea **"From national revival to national uplift",** it is a very honorable task to bring up young people in the spirit of devotion to the motherland, to form in them the qualities of initiative, devotion, morality any investment in education may not bear its fruitful product early today.

However, we have found in our own research that it will definitely show its effectiveness in the future. In this regard, the educators' professional competence level is an extremely necessary process that provides practical assistance in any targeted implementation plans implemented in education. It depends on the goals set by the teacher in any pedagogical activity organization. First of all, it should be noted that the training effectiveness depends on the teacher's professional competence level. This requires the ability to set goals correctly before implementing educational projects and programs, to make a clear move towards the set goal.

**The study purpose:**

Improving the working skills with youth with disabilities by analyzing the pedagogical factors influencing the increase the teachers' professional competence level in the social adaptation implementation of visually impaired graduates in life. The most important thing in improving the teachers' professional skills is to improve the sincere communication between the learner and the educator in a practical way to help young graduates with disabilities to find their place in society.

**Research method and object**

The research method used methods such as generalization, analysis, comparison and comparative analysis of scientific views and concepts, the objectivity principles, which affect the teacher's professional competence.

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In youth preparation with visual impairments for social life, the research object consists of the professional competence and teacher's preparation stages.

**Research results and their discussion**

Recently, significant work has been done in the country to increase the teachers' professional competence. In this regard, we believe that the mutual communicative communication establishment between teachers is important to improve the experience exchange, to maximize the interaction between teachers. Every educator, in order to become a mature specialist in his profession, must be able to set ultimate goals and work towards them.

In Uzbekistan, the teacher professional competence, its peculiarities are wrapped, among which the research conducted by B. Nazarova is of particular importance. According to the researcher, on the basis of professional competence specific to the teacher, the following structural bases are formed. Self-development and work on your own are important in gaining professional and pedagogical competence. Self-development tasks are defined through self-analysis and self-assessment. [4]

It is well known that the individual is all social relations complex. That is why it is necessary to be able to use its many life facets. In all classes, it was believed that the more free and unique a teacher's personality is, the stronger the impact on students, and the higher their work efficiency. A person who is part of the teacher legal work system should always play an important role in his activities. Because the student's spiritual world enrichment depends on the teacher attitude and communication. The students' spiritual wealth depends on the real teacher attitude. It should also be noted that the students' spiritual needs satisfaction under the social environment influence is formed on the basis of psychological protection.[2]

In the professional competence developing process in teachers, the technologies organization for determining the competence in the professional skills of collaborative creative activity requires collaborative work on the issues that arise.

The above-mentioned basic requirements for the educator determine the professional competence of the teacher. Meeting the society requirements requires from a modern educator a high culture, deep spirituality, responsibility sense for the motherland, responsibility, deep knowledge, ability to develop their creative potential, innovative activity, self-improvement, professional activity and a number of other qualities. The issue of forming the teacher professional competence is very important today. A competent approach is when a teacher has competencies, that is, to determine what method of activity he / she will be able to do, what he / she will be able to do, and what he / she is ready for.[3]

The Regulation "On specialized state educational institutions (schools, boarding schools) for children with physical or mental disabilities" approved by the Resolution of the Ministers Cabinet of the Republic of Uzbekistan on September 13, 2011 № 256 "On approval of normative legal acts on specialized state educational institutions for children with disabilities" [8] establishes the procedure for educating children with physical or mental disabilities. In particular, this Regulation defines the following as the main specialized educational institutions tasks: Uzbekistan ensures that general secondary education is approved in accordance with the state educational standards approved by the Ministry of Public Education of the Republic of Kazakhstan and the special education requirements developed on their basis (for mentally retarded children); differentiated and individualized education organization in order to ensure the optimal development of students in the person-centered process, socially oriented education; educating the individual through the most optimal model formation of behavior in personal, family, social life and work; students' preparation for inclusive education in general education institutions; a correctional (developmental) educational environment creation necessary for the socio-emotional development of students, the life skills formation; monitoring organization of students' mental functions and health in the education process.

In addition, the Regulation stipulates that the children education with physical or mental disabilities should be based on the following principles: the education focus on the deficiencies correction; special approach to diagnosis in education and upbringing; a differentiated approach implementation in the educational process organization. [6]

We have all realized that the majority tasks in the social adaptation implementation of visually

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impaired graduates in the special education system are performed by educators. To do this, the professional competence level of teachers should be at the following levels.

First - the formation of the ability to analyze and implement in practice the programs and projects related to education;

Second - that he has mastered the advanced qualifications requirements in his specialty, as well as has some experience in teaching the science secrets;

Third - thorough social communication skills and psychological preparation mastery with students;

Fourth - information technology is well mastered foreign languages and similar additional knowledge;

Fifth - the students' ability with visual impairments to fully understand the psyche, the students' mental development level in the social adaptation implementation in life;

Sixth, that each learner has mastered complete information about the learner through individual study;

Seventh, by analyzing each learner interests in independent professional learning, their social adaptation in life was determined.

We all know that the education role in the social adaptation implementation of young graduates with visual impairments is extremely high. Therefore, when education is properly organized and serves the learners' interests, it will undoubtedly yield its effective results. To do this, first of all, educators will have to teach the basic knowledge necessary for the social adaptation of young graduates. This requires regular research, mutual exchange of experience and pedagogical observations.

Pedagogical observation over the years has led to a thorough the student's learning levels analysis to categorize their interests in pursuing an independent career. In our opinion, pedagogical observation is the main work experience of the teacher, who should compare each obtained data with the previous data and draw a final conclusion. By systematizing the social surveys about each learner, we can determine whether it is possible to gather sufficient information about each learner based on the coordination of the data obtained.

We consider it necessary to provide graduates with visual impairments with the following knowledge that is important to them in their social adaptation in life.

1. Training and development of vital skills for this graduates category;
2. The communication culture among graduates, the communication process with individuals and the rules application of behavior in public places through practice;
3. Ability to self-serve, self-control, assimilate and apply life skills in graduates;
4. To fully develop the skills of independent movement, self-satisfaction, as well as the deep human qualities acquisition in graduates;
5. Orientation to the skills of career choice, employment and future work in the chosen profession;
6. Proper assimilation of independent family building and family management knowledge in graduates;
7. Be able to communicate properly with individuals and freely express their desires;
8. Full self-adaptation to social change with healthy people

We have outlined the knowledge steps that need to be learned above. In this regard, we can achieve this by first linking each activity to practice in order to inculcate knowledge about life skills in young graduates with visual impairments. For example: in the correctional training implementation must have a thorough theoretical and practical knowledge of the topics specified in the curriculum and syllabus.

If young graduates want to move independently, to go to an organization or a place, it is necessary to develop the communication culture that they need in the first place, to apply it in practice. Then this young people category will be able to independently apply the advice given by the educator received in the training. Therefore, we need to organize any training session based on real-life examples.

As long as any theoretical knowledge is not applied in practice, it will not give its effective result, it

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will simply remain insignificant. In order to avoid such a situation, every educator must constantly improve their professional skills, worldview, mental capacity, learn lighter teaching technologies, master the student's personality, his behavior, psychology, learning level. Then we will be able to appreciate the teacher's professional competence level. The competence concept has entered the education field as a psychological research result. Competence therefore means having an action plan in unconventional situations, how a specialist behaves in unexpected situations, communicates, takes a new approach in dealing with competitors, performs ambiguous tasks, uses information full of contradictions, is constantly evolving and complex processes.

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

The educating phenomenon study the professional competence of the educator has been reflected in a number of scholarly studies. These authors argued that professional competence, along with the credibility qualities, characterizes a teacher's pedagogical culture as a professional individual phenomenon.

In turn, the professional competence concept, as noted by V.A. Slastenin, represents the theoretical and practical readiness unity of the teacher to carry out pedagogical activities and characterizes his professional formation. [5]

**Conclusions and suggestions.** In short, none of us should forget that it is the educators responsibility to provide young people with a thorough education, to guide them to an independent life. In this regard, each of us must feel that we need to focus on young people with disabilities and provide them with practical assistance in finding their place in society. When this young people category finds their place in life, takes their place in society as a profession, we undoubtedly believe that we have achieved our goal. To do this, we will never suffer if we instill in each of us the qualities of hard work, mutual learning and mutual assistance. Most importantly, we believe that we need to improve the teachers skills by establishing mutual cooperation to increase the professional competence level among teachers. To do this, every educator must be aware of the most important news, keep in mind that success is achieved by improving their professional skills and being in constant research.

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# THE PRACTICE OF MARKETING ACADEMIC LIBRARIES OF DEVELOPING COUNTRIES IN THE ERA OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)

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**ABSTRACT**

This study aimed at analysing the implementation of marketing strategies in Academic Libraries in Developing Countries in the era of Information and Communication Technologies (ICTs). The objectives of the study were to; identify the marketing strategies implemented by academic libraries in Cameroon, determine the efficiency of marketing strategies implemented by academic libraries and to investigate the challenges faced by academic libraries in marketing their services. The study used elements from the Marketing Communication Mix Theory and employed an exploratory research design. Data were collected using an interview guide which was validated by subject experts in the information and marketing professions. Participants were selected from 2 Academic Libraries in Fako Division of the South West Region of Cameroon. Data collected were analysed thematically. The findings indicated that several electronic and non-electronic marketing strategies are used by these libraries, but these are inefficient and there is need for exploitation of more technological means of marketing. One of the recommendations of this study was that current Information and Communication Technology trends be adopted in marketing of academic libraries and that working documents be implemented in an all-inclusive manner to include staff at the operational, tactical and strategic levels who should be well trained to survive in the electronic environment.

**Key Words:** *Marketing, Academic Libraries, Users, Needs, Communication, Technologies*.

## 1.Introduction

One of the most challenging aspects for almost every organisation in the digital age is marketing of goods and services. Libraries and other information services are not exempted. Raul, Belapurkar and Munnolli (2016) explain that marketing is a continuous process of creating a connection between the library resources and its potential users. According to Yi (2016), it is a managerial tool which assists libraries to face challenges now and in the future. With the geometric rate of information explosion today, users of academic libraries who are more likely to sort for Internet sources of information to satisfy their needs could easily side-line rich content held in their libraries and go for sources whose quality is not guaranteed. In line with this, Jerome, Nkiko and Ifeakachuku (2017) argue that to gain competitive advantage among higher education institutions, one of the parameters considered is the quality of the academic library. Having a quality library alone is not enough but ensuring that users benefit fully from available information resources and services will ensure that the library achieves her goals. Arumuru (2015) states that libraries are shifting from a product or service-oriented approach to a customer or need oriented approach. As Patil and Pradhan (2014) put forth, libraries need to extend promotion and cooperation to users and market their services to attract more and more users.

### Statement of the Problem

Despite several studies that have emphasised the necessity of marketing and promotion of libraries and information services especially in the 21$^{st}$ century, observations have shown that the practice is dangling. Many individuals in academic institutions especially in developing countries (students, faculty members, staff, researchers and others) still have very little knowledge about the existence of available libraries and the services rendered. Users of academic libraries are no longer conscious of the presence of the library since the present technologies have drastically reduced the patronage (Aloysius, 2019) and shifted the focus of most users from sourcing for information in library platforms to sourcing on electronic non-library platforms. The

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question then arises as to what strategies such libraries implement in marketing their services; how efficient they are and what challenges they face in marketing for effective service delivery and user satisfaction.

**Research Objectives**

The specific objectives of this study were to:

1. Identify the marketing strategies implemented by Academic Libraries in Cameroon;
2. Determine the efficiency of marketing strategies implemented by Academic Libraries in Cameroon;
3. Define the challenges faced by Academic Libraries in Cameroon in marketing their services.

**Research Questions**

For this study, the following research questions were raised:

1 What marketing strategies are implemented by Academic Libraries in Cameroon?
2 How efficient are the marketing strategies implemented by Academic Libraries in Cameroon?
3 What are the challenges faced by Academic Libraries in Cameroon in marketing their services?

## Literature Review

### Marketing of Libraries and their Services

According to Patil and Pradhan (2014), there exists several ways to promote the usage and marketing of services in libraries such as: organisation of information literacy programme on regular basis at various levels; organisation of workshops/training programmes about awareness of resources available; organisation of training programmes for library staff with modern technologies and expertise; organising exhibitions of new books. Similarly, strategies to enhance effective marketing in academic libraries according to Aderibigbe and Farouk (2017) include; publicity and public relation strategy, pasting of new information on the notice board, enhancing the image of libraries, using user's orientation, devising training programme, advertising in print media or directories, sending out newsletters, brochures and flyers, word of mouth endorsement and also personal sales by the librarians.

Helinsky (2008) warns that if libraries do not act now to demonstrate how important they are and how significant a resource they constitute for the whole of society, they will just not be noticed in the ongoing information flow. Yi (2016) expressed that to attract clients, generate non-user awareness, and raise awareness of available services and resources, libraries need to find ways to promote services and resources to clients as effectively as possible. Patil and Pradhan (2014) argue that the basic purpose behind promotion in academic libraries is to educate students and faculty members on how to use the library and its resources, and that it is difficult to work out single marketing strategy for all categories of users.

As expressed by Lewis (2007), every strategy for maintaining the library as a vibrant enterprise worthy of support should consist of five parts which dwell around complete migration from print to electronic collections; retirement of legacy print collections in a way that efficiently provides for their long-term preservation and access; redevelopment of the library as the primary informal learning space; repositioning library and information tools, resources, and expertise so that they are embedded into the teaching, learning and research enterprises, and migrating the focus of collections from purchasing materials to curating content. To Arumuru (2015), marketing of academic library services is part of the library's day to day activities. Marketing of library services is well established in the developed world but is still struggling in developing countries. For effective marketing to occur, academic librarians must provide services considering the actual and projected needs of their users since failure could leave an impression in potential users that the library is not important.

**Needs Assessment**

A few decades ago, information needs as described by Devadason and Lingam (1996) was considered to be driven by day-to-day work and lack of self-sufficiency, and these needs could be categorized as expressed or unexpressed. According to Aina (2004) every individual, regardless of their literacy level has information needs for day-to-day activities, survival and completion of tasks, recreation or leisure. Since information needs could be triggered by knowledge of available resources and services, facilities and materials (Kebede,

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2002), marketing of libraries, their resources and services is of prime importance. Librarians must carry out needs assessment to determine the actual information needs of users through strategies and techniques embedded in marketing in order to ensure effective service delivery (Arumuru, 2015).

Needs assessment is vital since different classes of users consume different kinds of information for different purposes (Bopape, Dikotla, Mahlatji, Ntsala & Makgahlela, 2017). In academic libraries, since users are most often classified as students, lecturers, faculty among others, identifying their needs ahead of time plays a vital role in implementing marketing strategies. Since information needs are diverse, constantly changing and cannot be generalised (Haruna & Mabawunku, 2001), the range of information sources available, uses to which the information will be put, background and motivation of users, their professional experience and individual characteristics must be included in the marketing process. Although information need is sometimes not separated from information (Omiunu, 2014), they are different, and individuals would hardly seek information if there is no information need. Information services must market what information resources and services they have to support the needs of users.

**Using Information and Communication Technologies (ICTs) in Marketing Libraries**

The existence of Information and Communication Technologies (ICTs) has transformed the face of marketing for libraries just like other organisations. Yi (2016) put forth that academic libraries are no longer the only choice for students, faculty, staff and other clients to go to for information. This is because rapid changes in technological advancement, information explosion and reading habits make it inevitable for libraries to engage in proper marketing in the efforts to achieve their goals. Particularly, Information technology has caused many libraries and information centres to own websites on which all kinds of material are made accessible with bibliographic details (Patil & Pradhan, 2014). ICTs have facilitated ways in which libraries market themselves such as creating a web page, using e-mail services, reference services and selective dissemination of information to meet user academic needs, providing links on web pages where users can get needed information, just to name a few (Sharma & Bhardwaj, 2009).

Academic libraries could use digital media, print materials, events and other tools such as library publications, contests, brochures, direct mail, Web 2.0 applications and displays to market their services (Fisher & Pride, 2006; Mathews, 2009). Olorunfemi and Adeola (2018) stated that academic libraries have a responsibility to communicate the resources and expertise they have both on campus and in society especially with the complex nature of the information environment today. Such communication can be achieved through marketing. As such, knowledge of user needs, marketing strategies and use of the Internet and related technologies is essential for effective marketing (Adekunmisi, 2013). Given that marketing I can be understood as communicating the right message on a given resource or product to the right persons at the right time and using the right channel, one of the most efficient approaches to marketing is the marketing communication mix.

**The Marketing Communications Mix Theory**

The marketing communications mix involves all the ways or tools used by organisations to communicate with customers or potential customers (in our case users and potential users). One of the early definitions was put forth by McCarthy in 1998 referring to it as a specific combination of elements: advertising, personal selling, sales promotion, public relations and direct marketing that companies use to implement their targets for advertising and marketing (Todorova, 2015). In recent times, direct marketing is combined with digital marketing. The five aforementioned elements of the marketing communication mix are presented in the following diagram and further described below:

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**Figure 1: The Marketing Communications Mix**
**Source: Retrieved from https://www.professionalacademy.com/blogs-and-advice/marketing-theories---the-communications-mix**

**Advertising**

Advertising could be accomplished through various means such as television, radio, press, or any other avenue which an academic library can use even if it means paying to market its services to potential users. Its functions are to inform, persuade, remind and create additional utility impact on people's perceptions (Todorova, 2015).

**Direct Marketing and Digital Marketing**

With direct marketing, digital marketing could be used by libraries to segment target groups and reach out to each accordingly with the right message appropriate for them. Direct marketing is cheaper today thanks to ICTs that have brought to existence digital marketing whereby social media and online techniques are used. Social media falls under direct marketing and could be used to advertise, gather feedback from library users, retain or gain new users.

**Public Relations**

It enables libraries to turn brand messages into stories that appeal to the media and its target audiences and enhancing good communication, understanding, acceptance and cooperation. Campaigns, advocacy and other communication strategies suitable for marketing library services are valuable and libraries are encouraged to use them to present a positive view of their libraries.

**Personal Selling**

This is selling through a person (face-to-face) and libraries use persons, representatives, brand ambassadors or influencers who have experience or are specialists to encourage and persuade targeted audience to make use of their services.

**Sales Promotion**

It involves the use of outlets whether online or offline for a limited period of time to stimulate short-term sales and consumption of a good or service. Product packaging has high significant impact here and could include visual design, writings on items marketed, size and materials.

**Methodology**

This study was strictly qualitative in nature. It made use of an exploratory research design. As such, the main method used to collect data for this study was the interview method as data were collected using one main instrument, an interview guide. The interview guide was validated by subject experts, an information

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professional and a specialist in marketing. The participants of the study were administrators and heads of staff of 2 academic libraries in Fako Division of the South West Region of Cameroon. These libraries are the University of Buea Library and the National School of Local Administration Library. Among the interview participants were a Library Director, a Chief Librarian, 2 Chiefs of Service and 2 Programme Officers. Data collected were analysed thematically and results presented in prose form. For ethical reasons, the identity of study participants was coded and pseudonyms used instead. Participants were coded, "interviewee 1" to "interviewee 6" in no particular order.

**Presentation of Findings**

After an introduction to confirm the position of the staff and various services rendered in the library, three main parts followed suit to obtain data in line with the three research questions under study. The libraries were found to render all information services relating to an academic library including but not limited to circulation, reference, further education guidance, language learning, cultural programming, community outreach, reading services, current awareness services, research assistance, information literacy and reprographic services. The findings on each of the research questions are presented and discussed below.

**Marketing Strategies Implemented by Academic Libraries**

In order to get the marketing strategies which these academic libraries use, interviewees were asked if they have a documented marketing plan and if the plan is already being implemented. Only staff of 1 academic library agreed to have a documented and already implemented marketing plan. The others did not have a documented marketing plan but stated that they implemented some marketing strategies since other policies touch aspects of marketing. On the marketing channels implemented, several non-electronic and electronic channels used by these academic libraries were identified.

Five main themes were obtained in line with non-electronic marketing strategies and these are: orientation, information bills, seminars & workshops, effective services and community outreach. Interviewee 1 indicated that, *"one of the non-electronic channels we use for marketing is library orientation which is done annually".* Similarly, sensitization and talks were mentioned by other interviewees. On the second theme which is information bills, one of the striking responses was again from interviewee 1 who expressed that, *"we also use information bills carrying information on various services rendered"*, and closely related to this, interviewee 2 stated that, *"We market non-electronically through notices on boards and adverts in magazines like our institutional magazine".*

On the use of workshops and seminars, Interviewee 3 was one of those who mentioned this in the words, *"we take advantage of workshops and seminars whether organised by the library or other persons making use of the library premises to market our services".* On marketing through quality service delivery, interviewee 4 explained that, *"Non-electronic marketing for us is achieved mainly by rendering quality information services which encourage patrons to keep coming back and telling others about our services".* Finally, community outreach was mentioned by most interviewees such as interviewee 5 who stated that, *"community outreach to community members is an effective channel through which we market our services to the community".*

In line with the electronic channels used by these academic libraries for marketing, several themes were generated including: email, text messages, website, library management software, Facebook, WhatsApp, e-learning platform and blogs. To substantiate this, responses such as, *"We use emails, text messages, WhatsApp and electronic notices addressed to individual users as the need arises",* were obtained from interviewee 1. *"We mainly market electronically through the institutions"s website and the e-learning portal"* was another response gotten from interviewee 2. Interviewee 5 also indicated that, *"Platforms like Facebook, WhatsApp and Gmail are the main e-marketing channels we use".* On the other hand, Interviewee 3 mentioned the use of library management software and blogs by explaining that, *"Electronic marketing is achieved by our library through the use of our library management software, „ForMyLibrary" where we put out notices on the catalogue interface, and we also use blogs".*

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The findings here are similar to the opinion of Aderigbe and Farouk (2017) who out spelled several strategies to enhance effective marketing of services in academic libraries including those obtained from participants of this study. The diverse nature of the implemented strategies also supports Patil and Pradhan (2014) who stated that it is difficult to work out single marketing strategy for all categories of library users. In line with the marketing mix, these academic libraries could be said to be in line with advertising, direct and digital marketing, public relations and personal selling. Nevertheless, the libraries have not fully exploited electronic avenues such as web sites and other popular social media channels.

**Efficiency of Marketing Strategies Implemented by Academic Libraries**

To determine the efficiency of the implemented marketing strategies, participants were asked if the channels they use for marketing were sufficient to achieve their marketing goals and how they planned to outshine given the competitiveness in the ICT age. On a general note, while most interviewees were of the opinion that the marketing strategies employed by their libraries were close to being sufficient and efficient, some of them indicated that they were inefficient. In support of the view that they are sufficient, interviewee 1 stated that, *"We have been satisfied with these channels but there is need to use a combination of marketing channels as each one has its advantages and there are some that we have not used but plan to include such as Facebook".* This supports the point raised by Patil and Pradhan (2014) that it is difficult to work out single marketing strategy for all categories/segments of library users. Interviewee 4 also expressed that, *"The channels are efficient because the number of patrons increases on a daily basis".* On the other hand, other interviewees like interviewee 2 indicated that, *"our marketing channels at the moment are not satisfactory since we have not exploited electronic options like use of social media accounts, we do not yet have a well-established email list and we have limited opportunities for talks and sensitization".* This shows the need to exploit ICTs which have facilitated marketing through creation of web pages, using email services, providing help links among other functions as suggested by Sharma and Bhardqaj (2009), so as to exploit opportunities to raise awareness of available services and resources as proposed by Yi (2006).

On what the academic libraries were doing to outshine or hold a unique spot in the market for information service delivery in the ICT age, the following 7 themes were obtained: tech tools, networking and consortium building, information officers, ICT training, access to e-collection, 24/7 e-support and social media. In the words of interviewee 1, *"we are doing all to employ as many technological tools as possible that can keep us visible and at the same wave length to enable us deliver services that can be counted".* Interviewee 4 and Interviewee 3 in support of networking and consortium building expressed that, *"We intend to continue networking with foreign libraries"* and *"We will participate in library consortia across the globe so as to be able to meet up where our resources are lacking".* In relation to using information officers, one response to support this was from interviewee 5 who said that, *"Making use of information officers will help us to understand the needs of our users and know ways to meet up to them. This will make us unique".* This is important since academic libraries are no longer the only choice for students, faculty, staff and other clients as was put forth by Yi (2016).

Most of the interviewees suggested that they intend to keep improving the ICT skills of staff and users. Interviewee 6 for example stated that, *"Since most staff and users are technophobic and struggling with their ICT skills, our marketing plan lays emphasis on improving these skills and I believe this will make us stand out".* Again, interviewees 2 and 5 were among those who supported the improvement of resources in the electronic collection in the claims, *"By laying a solid e-library foundation, facilitating access to online databases and providing 24/7 user support, we will hold our place in the market",* and *"We hope to provide more access to electronic resources and leverage different electronic databases which we have subscribed to".* Aside from this, interviewee 4 indicated that, *"we are making efforts to improve upon our print and electronic collection in our primary areas of specialty so as to stand out in providing information services in these areas".* All participants expressed the need to engage in social media platforms so as to stand out unique. Interviewee 6 for example explained that, *"Aside from improving on our e-collection, we will have an active social media presence since most of our users spend much time there".*

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**Challenges Faced by Academic Libraries in Marketing**

Participants of this study were asked first what challenges their libraries faced in marketing and secondly, what efforts they had made to overcome the challenges. On the marketing challenges faced, a number of themes were generated such as: users' attitude, technophobia, poor ICT infrastructure, poor working environment, limited budget, lack of technological training, epileptic power supply, lack of trained information and marketing professionals, limited bandwidth and low level of information literacy. The most significant challenges were poor IT infrastructure and insufficient information and marketing professionals. As indicated by interviewee 1, *"Attitude of users, inaccurate or non-functional emails, and technophobic nature of most users, poor ICT environment and poor working environment"* are some of the challenges faced. A poor ICT environment contradicts what Sharma and Bhardway (2017) suggested that ICTs have facilitated ways in which libraries could market themselves.

In relation to power supply, interviewee 3 expressed that, *"epileptic power supply is a serious challenge which affects marketing of our library and services".* Interviewee 5 expressed that, *"insufficient trained professionals in library and information science and in marketing is greatly affecting our marketing strategy".* This was supported by interviewee 4 who stated that, *"There are insufficient Library and Information Science professionals".* Interviewee 4 also expressed in line with information literacy that, *"most of our users have a low level of information literacy and hardly visit information sites where we display our services and how they can benefit from them".* This is vital and supports the claim of Bopape, et. al. (2017) that different classes of users consume different kinds of information for different purposes.

As a means to overcome some of these marketing challenges, the following themes were raised: capacity building, partnerships, standby power supply, marketing tools and policy. All respondents mentioned the need to improve the capacity of staff. Interviewee 3 for example explained that, *"the library has been trying to train its workers following evolving technological trends from manual setup to digital setup".* This proves the point of Patil and Pradhan (2014) that libraries need to organise information literacy programmes and train staff technologically in their marketing drive. In addition, interviewee 1 was among those who supported the need for partnerships and capacity building as stated that, *"we are trying to overcome some of our challenges through partnerships, trying to get external grants and building capacities of our users and staff through workshops".* Interviewee 3 mentioned among others the need for a standby power supply in the words, *"although we do not yet have one, there is need for a standby power supply to ensure continues online presence in various marketing platforms"*. On marketing tools, interviewee 5 expressed that, *"we always try to prepare marketing tools ahead of time to facilitate the marketing process for us".* Interviewee 4 was the only one who emphasized that, *"we are working on adopting a library marketing policy to serve as a road map for our marketing strategy".*

## Conclusions and Recommendations

### Conclusions

This study set out with 3 specific objectives which were to: identify the marketing strategies implemented by Academic Libraries in Cameroon; determine the efficiency of marketing strategies implemented by Academic Libraries in Cameroon; and define the challenges faced by Academic Libraries in Cameroon in marketing their services. The study found in line with the first objective that marketing strategies implemented were both non-electronic (orientation, information bills, seminars and workshops, rendering effective services and community outreach) and electronic (using emails, text messages, websites, library management software, Facebook, Whatsapp, E-learning platform and blogs).

The study also found in relation to the second objective that although these strategies went a long way to enable the academic libraries achieve their marketing goals, they were inefficient as participants expressed the need for: employment of more technological tools, networking and consortium building, use of information officers, more ICT training, improvement of access to e-collections, 24/7 e-support and engagement in social media. As concerns the third objective, the study found that the academic libraries faced several challenges in marketing. These include poor users' attitude, technophobia, poor ICT infrastructure, poor working environment, limited budget, lack of technological training, epileptic power supply, insufficient information and marketing professionals, limited bandwidth and low levels of information literacy.

**Recommendations**

As recommendations, the findings of this study portray the need for capacity building, partnerships, standby power supply, marketing tools and policy creation. Additionally, the researcher proposes that academic libraries should periodically review and revamp their marketing working documents to flow with current ICT trends. Moreover, marketing of the library and services should not be limited to experts, but should be inclusive of all staff at the operational, tactical and strategic levels who should be well trained to survive in the electronic environment. Marketing plans of these libraries should borrow from the marketing communication mix to ensure that advertisement, direct and digital marketing, public relations, personal selling and sales promotion are effectively covered. By so doing, the library would be placing the users at the centre of their marketing strategy and the likelihood for a positive effect will increase.

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# The role of an innovative learning environment in enhancing the professional competence of a specialty teacher

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**Abstract**

The role of an innovative learning environment in enhancing the professional competence of a specialty teacher. What is an innovative learning environment? The main stages of the formation of an innovative educational environment in higher education. Features of management, pedagogical, material and technical innovative approaches.

**Keywords:** Innovative learning environment, Innovation, Innovative activity, Professional competence.

## 1. INTRODUCTION

A number of normative documents have been adopted in our country to improve the educational process, with special emphasis on the training of highly qualified personnel. In particular, the Action Strategy for the further development of the Republic of Uzbekistan identifies such tasks, as "stimulation of scientific research and innovation, creation of effective mechanisms for the implementation of scientific and innovative achievements" [2]. Particular attention is paid to the formation of a system of training qualified personnel, that meets the requirements of world standards and the introduction of innovative educational technologies in the educational process. Enforcement of these tasks is mainly the responsibility of teachers of higher education institutions. In this regard, it requires teachers of specialties to be competent to use innovative educational technologies in the educational process, to constantly master and apply the latest achievements of science and technology, as well as new techniques and technologies. To this end, it is important to develop the professional competence of specialty teachers in an innovative educational environment.

## 2. Material and methods

An innovative learning environment is “the sum of all the subjects and objects, that directly or indirectly participate in the learning process or are interested or influenced by it” [4]. E. A. Shmeleva describes "the formation of an innovative environment as an educational environment aimed at the development of new ideas, the creation of new products, technologies, the development of innovative potential necessary for the development of fundamental and applied research in various fields, including pedagogy" [8]. Based on the above analysis, in the innovative educational environment of higher education understands the conditions for the development of skills and abilities of students to create and implement innovations in the educational process in order to increase the professional competence of teachers of specialties. Based on the above analysis, in the innovative educational environment of higher education understands the conditions for the development of skills and abilities of students to create and implement innovations in the educational process in order to increase the professional competence of teachers of specialties.

## 3. Main part

The main stages of the formation of an innovative educational environment in higher education:

- identifying the need for innovation in higher education;
- data collection, situation analysis, selection and development of innovations;
- Introduction of innovations based on the developed educational process.

Practice shows that the learning environment of higher education is innovative based on the following management, pedagogical, logistical approaches and conditions developed by science

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and practice:

- Environmental approach - as a theory and technology of mediation in the management of the processes of formation and development of the individual (through the environment);

- humanistic approach, according to which the strategic goal of education is the development and formation of the individual, and education and upbringing becomes a means to achieve this goal;

a strategic approach through targeted interaction of management actors to qualitatively change the learning environment of higher education and turn it into an innovative environment, taking into account development trends;

a systematic-structural method that takes into account the diversity, interdependence and unity of components of the studied phenomena;

- Innovative approach as a mechanism for the development of the education system, its focus on the creation of innovative educational products;

An approach that takes into account the self-organization of pedagogical and student communities, the consideration of vocational education as an open, self-developing system;

-cultural approach, which includes consideration of the laws of personal development, reliance on the universal foundations of culture.

From the above, it can be said that the effective indicator of the effectiveness of the innovative educational environment of higher education, the professional training of graduates requires the social and professional skills of teachers, increasing the professional competence of teachers.

It is known that a large-scale work is being carried out in our country to increase the efficiency of research, strengthen the role of science in the process of social and economic development and democratic renewal. We need to logically complete our large-scale work in this area, in particular, our national programs on education.

To this end, the most important task of the government, relevant ministries and departments and the entire education system, including professors and teachers, is to thoroughly educate the younger generation, to bring them up as physically and spiritually mature people.

In particular, there is sufficient experience in the development and improvement of innovation and innovative activities, the promotion of new scientific developments.

Innovative activity - the results of completed research and projects or other scientific and technical achievements to a new or improved product; is a process aimed at introducing a new or improved technological process sold in the market, used in practical activities, as well as additional related research and projects.

A.V. Khutorsky makes this process more precise and considers it as a set of measures taken for the introduction of innovative processes at one or another level of education and its implementation [6].

According to pedagogical scientists, the main functions of innovative activity include the following components of the pedagogical process: the content, purpose, form, methods, technology, tools, assessment and management system of education. In doing so, the views of all researchers are consistent, and the innovation process cannot be viewed as systematic research because it is a goal-oriented change.

According to B.M. Igoshev, modern education system can be divided into two types: traditional and developing (or innovative) educational institution [3].

It follows from these ideas that modern education not only requires improvement, but that it must be innovative in its content. The development of the world and society requires a focus on innovative processes as well as constant renewal. This means that in the context of innovative modernization of education, the transition to the mechanism of its continuous development will take place.

At present, progressive changes are taking place in various directions, including improving the content of education; development and introduction of modern pedagogical technologies; application of methods of mastering new programs; creating conditions for self-determination of students in the educational process; changing the way of thinking in students and teachers,

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changing their relationships, creating and developing creative innovative communities of educational institutions.

And in spite of all the contradictions, pauses and shortcomings of this process, they have an objective positive character. It is innovation that creates the conditions for a concise and operational understanding of the needs of the state and the individual to the social changes inherent in education, which is one of the most pressing issues in the development of education.

In turn, it is not possible to completely reject the argumentative objections of the active introduction of leading processes, as innovative experience or innovative activity can in some cases lead to various difficulties. The problem, however, is that it is a difficult task to anticipate and assess the social consequences of pedagogical innovation.

And these difficulties have a methodological character. It is possible to argue about the reliability and objectivity of the results obtained by the currently known methods of teaching any subject. It is especially difficult to assess pedagogical situations and processes that are too complex, multifaceted in content, and not subject to any probabilistic analysis.

The difficulty in establishing the objective content of the results of innovative activity indicates that subjectivity is high in assessing its consequences. Some researchers believe that pedagogical innovations threaten the education system. For example, N.V. Sokolova substantiates her assumption that when the current situation and conditions, the continuity of some innovations and mass resistance at all levels of the educational process, the basic systems of governance are disrupted. It is not possible to install systems in several directions at the same time, it cannot withstand such management, which leads to a crisis [5]. The author connects the formation of this situation with the characteristics of the national character, high creative talent, which leads to high demands of innovation, because innovation is always risk, risk-taking is defined as a sign of national character. For the scientific potential of higher education, the position that “the learning environment is professionally active, manageable and depends on the saturation of educational resources” is of paramount importance. Thus, the educational environment is a set of organizational and didactic conditions and factors that arise in the pedagogical process, as well as interpersonal relationships that affect the formation of a person with certain qualities.

E.A. Shmeleva [8] believes that “the formation of an innovative environment is aimed at developing the advanced potential necessary to develop new ideas, create new products, technologies, and promote fundamental and applied research in various fields of knowledge”. Thus, the foremost educational environment is understood as a product of subjective relations of all participants in the educational process, which is based on: - the innovative content of education, reflected in the author's educational programs and individual educational trajectories of students; innovative educational technologies based on sensitive methods of educational work with young people in modern conditions; - in modern conditions; - On new forms of management of the educational environment based on the creation of situational and diagnostic centers in higher education institutions; - Safe learning environment of higher education, innovative educational environment of the university on the basis of constant monitoring and regulation of risks affecting the quality of higher education - educational content based on the transfer of modern science and technology in the educational process and the formation of innovative personality; , forms, methods and tools [4].

Analyzing the pedagogical literature, it was found that innovations (novelty) in education can be specially designed, developed or "suddenly created" in the order of pedagogical development.

Thus, in spite of all the contradictions and differences of the approaches to pedagogical innovation discussed above, the focus of scientists is on innovation processes and pedagogical creativity. It is argued by all researchers that a new theoretical understanding of the nature of innovative processes in education requires the development of new pedagogical conditions that ensure the continuity of the innovative movement. This requirement, in turn, raises the issue of training highly qualified personnel, is primarily a component of the field of teaching, pedagogical innovation[7]. It is the readiness of educators for innovative activities, to work in a continuous innovative manner, that determines the success of innovative education. One of the main

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components of this training is the ability to easily and quickly accept the development of society in their professional activities, the changing labor market, the environment of constant information updates. This requires the teacher to constantly develop their professional competence. Thus, the development of professional competence of the teacher is one of the most reliable conditions for the development of innovation in education. Therefore, the targeted development of professional competence of teachers is an important factor in the innovative development of education.

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# "Narratological analysis of temporality in novel"

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**Abstract:** This paper definitely attempts to intermingle them with regard to structural analysis. It adopted the theory of Gerard Genette, the analysis of the famous novel Great Expectations by Charles Dickens, the main discussion concerns order and duration whereas frequency is ruled out. Consequently, order can be presented by two different narrative techniques; through the profound analysis of analepsis and prolepsis to show the chronological and anachronological order of the novel.. A further analysis of the novel also includes the alternation of the four narrative movements of duration which are divided into techniques of deceleration; descriptive pause and scene whereas techniques of accelerations; ellipsis and summary. The diagrams and tables of the study aim to reach semi-statistical deduction for the chronological techniques of anachronism and its effect on the structure of the narrative time of the novel as whole, which gives a general idea about the system of the time in novel.

## 1. Introduction

This paper attempts to extend some interpretations about the analepsis and prolepsis in Great Expectations and also determine precisely the duration through the accelerated techniques, ellipsis and summary and decelerated ones through scene and descriptive pause. Although the example's calculations were proximate not comprehensively accomplished, the results will be very nearly precise. In addition, the analysis of Great expectations is the analysis of the relationships of the story elements, notably between story time and narrative time. The term narratology began to appear in 1966 in the same year that the French journal "Communications" brought out a special issue entitled "the structural analysis of narrative" after three years, the term "narratology" was coined by one of the most famous contributors, Tzvetan Todorov (1969) who defines that narratology as the theory of structures of narrative in order to investigate and analyze a narrative phenomena into their component parts and then attempts to determine functions and relationships . Crystal(1997) also agrees with Todorov's definition, clarifying that the structural study of narrative is known as narratology. Structural elements are proposed, such as those which initiate a narrative as a summarizing abstract, a story orientation or those which close it such as a closing summary, a narrator's evaluation. There is a focus on such notions as theme, plot, character, role, and point of view, especially in studies of literary narrative.

Furthermore; Onega and Landa (1996) add that narratology is the science of narrative. The term was symplified by such structuralist critics as Gérard Genette, Mieke Bal and others in the 1970s. As a result, the definition of narratology has been restricted to structural, or structuralist, analysis of narrative (Onega and Landa,1996).

Holman(1972) explains narration may exist, entirely by itself, but it is most likely to incorporate with it considerable description. There are two forms of narration: simple narrative, which is content to recite an event or events and is largely chronological in its arrangement of details, and the second type of narration is narrative with plot, which is less often chronological and more often arranged according to a preconceived artistic principle determined by the nature of the plot and the type of story intended (Holman,1972).
Crystal (1997) defines narrative, with a different point of view, as an application of the every day use of this term, as part of the linguistic study of discourse, which aims to determine the principles governing the structure of narrative texts. "A narrative is seen as a recapitulation of past experience )in which language is used to structure a sequence of real or fictitious events" (Crystal, 1997:254).

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## 2. Order and Duration

Genette (1980) claims that time has the unique ability to structure a novel, it allows the reader to know from which the main point a story is being told. That is to say, story time is different from narrative time because is usually narrated in linear temporality. Therefore, once the story is denoted in the text, the story events may be arranged in a nonlinear way.

Genette divides the temporal relationships between story time and narrative time into three types: order, duration and frequency:

we will study relations between the time of the story and the (pseudo-) time of the narrative according to what seem to me to be three essential determinations: connections between the temporal order of succession of the events in the story and the pseudo-temporal order of their arrangement in the narrative . . . ; (Genette,1980:35)

The analepsis has previously been defined during the time of narrative as an interrupted event and a past one is inserted. Genette (1980) insists that a past occurrence is inserted which should be analyzed in terms of its reach and extent. Dickens's achievement of time at the beginning of his novel was puzzling by using two periods 'infant' when he started to pronounce his name and 'child conclusion' which mentioned in his manuscript '7 years'. He has an embarrassing description of time limit. Dickens doesn't offer any time or even dates at the beginning of his novel, he probably wants his readers to rely on the dispersion of temporal information by analyzing the way in which events and actions are temporally positioned and distributed in the narrative. Genette(1980)

Genette(1980) classifies prolepsis in the same way as he defines analepsis. It Involves the narration of a story-event before earlier events have been told. Prolepsis is different from merely alluding at a future occurrence; it is different from anticipation (Ba,l 1985). Genette (1980) says that it shouldn’t be confused between anticipations, those will or won't happen and advance mentions those will happen and that "all prolepses are of the partial kind" often interrupted in as unexpected way as they were begun ( Genette,1980)

there is no way to provide neutral standard to measure text duration. Genette (1980) emphasisly proposes to use a steady speed rather than adjust to the story text, as the type against which to examine degrees of duration. Therefore, There are two forms of modification: acceleration and deceleration.

The effect of acceleration is produced by determining a short part of the text to a long period of the story, whereas the effect of deceleration is produced by the opposite procedure, namely determining a long part of the text to a short period of the story ( Rimmon-Kenan,1986).

Genette (1980) the category of duration is related to the idea of narrative speed, that is to say, the relationship between the duration of the story and the length of the text which includes four narrative movements: summary, descriptive pause, ellipsis and scene.

Genette (1980) goes on to mention the descriptive pause contributes to slowing down the narrative. The analysis of ellipses which means the story time is omitted. From a temporal point of view, ellipses such as, two years later, are said to be definite, and those like, some many years later. Indefinite, explicit ellipses arise from the indication definite or indefinite of the fall of time omitted, and implicit ellipses are understood from some chronological gap in narrative continuity. Finally, a certain parallel between the story and narrative time characterizes the narrative movement of the scene.

Rimmon-Kenan (1983) also goes to mention that the important consideration in the study of events is duration, that is to say, how long the event is; for example, it is assumed whether: it lasts an hour, a year or only a few minutes; focusing on the event probably could be measured in terms of ‘long’ or ‘short’. Rimmon-Kenan (1986) also differentiates between ellipsis and descriptive pause. The maximum speed in ellipsis is omission, where zero textual space corresponds to some story duration. On the other hand, the minimum speed is showed as a descriptive pause, where some segment of the text corresponds to zero story duration.

Generally speaking, Rimmon-Kenan (1986) maintains that the most important events are described in detail, that is decelerated, whereas the less important events are compacted, that is accelerated. However, this is not always the case (Rimmon-Kenan,1986:56).

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## **3.** The Novel

Calder (1979) summarizes Great Expectations, saying that Pip tells his own story as an adult looking back on his younger years. When the novel begins, Pip may be a poor orphan who seems destined to become a blacksmith like his brother-in-law and live out his life within the marsh area of Kent, England. An unexpected chain of events, however, thrusts him into a totally different world and way of life. Over time, Pip’s new life becomes far more complicated than he imagined it might be, and he's forced to reevaluate his values and therefore the values of the society during which he finds himself. (Calder,1979:11-13).

## **4. Data Analysis and Interpretation**

.1.4First Expectation ( Chapter 1, page 35 to Chapter 19, page 186(
The narrator utilizes more than 13 pages in the three first chapters for events on the Christmas Eve¬all these pages for only one night. The events of the second day amounts to more than 9 pages in Chapter Four. This means that the story from page number 35, which is the beginning of the story, to page 73 occurred during two nights a total of 27 pages.

Chapt ers - 1 .2 .3 .4 .5 . 6 .7 . 8 . 9 .10 .11 .12 .13 . 14 . 15. 16 . 17 . 18 . 19
Figure 4.1 Time in the First Expectation

The summary of the story events which takes on 151 pages and covers a period of 7 years consists of 48 analepsis and 8 prolepsis; there is no more than one ellipsis , 28 descriptive pause and 107 scenes. The narrator decelerated the time of the story and 41 summaries in order to cover many actions.

Chapter(s) Pages Analepsis Prolepsis Ellipsis Summary Descriptive Pause Scene

5………4 45 44 6 * 44 41 44 41…...…6 47 49 4 4 7 7 41

45.……44 49 7 4 * 9 4 46

41..…46 49 41 * * 44 1 41

Total 451 18 8 4 14 48 417

Table 4.1 the Data of Order and Duration in the First Expectation

From Chapter 5 up to Chapter 6, the events require in 13 pages, whereas chapter 7 narrates a full year. The spelling of Joe's name takes into 4 pages. Chapter 8 Pip and Estella play cards which requires five pages (from page number 88 up to page number 92). The events in Chapter 9 happen in two days , Chapter 10 in one day and Chapter 11 in one day.
At the beginning of Chapter 18, Dickens slows down the narrative for 4 years, utilizing implicit ellipsis because the narrator did not directly mention the time but the duration of time can be deducted from Chapter 19 when Pip was 14 years and in Chapter 39 Pip was apprenticed and the age of apprentice which was 18 years. The number of scenes in the first expectation which was 107 scenes covering 78 pages from chapter 1 up to Chapter 19.
To conclude, Dickens generally slows down the narrative time to make the reader from a complete picture about the story, especially, if the reader knows that many actions happened before the starting point of the story.
Second Expectation. Chapter20, page 187 to Chapter 40, page 342 .1.4
Dickens starts to speed up somewhat in the Second Expectation which consists of 79 scenes covering

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approximately 71 pages to give connecting dialogues from Chapter 20 up to chapter 39 in order to make the characters more clear and familiar for the reader.

Chapters 20 .21 .22. 23. 24 .25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39

Figure 4. 2 Time in the Second Expectation

The events of the story occur on 155 pages, happen in 4 years consisting of 24 analepsis and 8 prolepsis, there is only one ellipsis, 5 descriptive pauses and 79 scenes that because the narrator decelerated the time of the story and 24 summaries to cover a lot of actions.

| Chapter(s) | N.Pages | Analepsis | Prolepsis | Ellipsis | Summary | Descriptive Pause | Scene |
|---|---|---|---|---|---|---|---|
| 45……41 | 15 | 8 | 4 | 4 | 8 | 4 | 47 |
| 41…….46 | 11 | 5 | 1 | * | 1 | 4 | 46 |
| 45……44 | 44 | 7 | 4 | * | 5 | 4 | 44 |
| 11……46 | 51 | 1 | 4 | * | 7 | 4 | 45 |
| Total | 467 | 41 | 8 | 4 | 41 | 5 | 79 |

Table 4.2 the Data of Order and Duration in the Second Expectation

In conclusion, the events of the story require 155 pages to cover a period of time of 4 years; it consists of 24 analepsis and 8 prolepsis, there is only one ellipsis because Dickens still needs to explain more in regard to the previous actions in the story. Therefore, he used the shortage of the omissions of the previous expectation and used 5 descriptive pauses and 79 scenes and Dickens used 24 summaries in order to make the reader follow the actions and understand the story in general.

.1.4.Third Expectation (Chapter 40, page 342 to Chapter 59, page 493)

In Second Expectation, Dickens mentions mention Pip's age, His age now is 23 years makes the reader realize the period of time which has passed, especially when the narrator previously mentioned the time in one night, "a few weeks, two days later". This made the reader confused decide the span of time, and the narrator rarely says the ages of the characters in a direct way. In Chapter 39, Pip is 23 years old and this means all the previous events happened in 16 years.

Chapters 40. 41. 42. 43 .44 .45 .46 .47. 48. 49. 50. 51. 52. 53. 54.55 .56 .57 . 58 .59

Figure 4.3 Time in the Third Expectation

From Chapter 39 up to Chapter 46 the narrator doesn’t mention any long period of time; all the periods which are used are very short periods of time. During all the previous chapters, the narrator decelerated the action. At the beginning of Chapter 47 " some weeks passed without any change." Here the narrator utilizes the accelerated features such as summary and ellipsis. The Third and Final Expectation consisted of 51 scenes in 48 pages from chapter 40 up to chapter 59 which aimed to move the actions and events quickly.

| Chapter(s) | Pages | Analepsis | Prolepsis | Ellipsis | Summary | Descriptive Pause | Scene |
|---|---|---|---|---|---|---|---|

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 15……11 | 11 | 1 | 4 | * | 1 | 4 | 44 |
| 51…….16 | 44 | 4 | 4 | 4 | 4 | 4 | 44 |
| 55……51 | 15 | 4 | 4 | 4 | 4 | 4 | 41 |
| 59…….56 | 48 | 6 | 4 | 4 | 4 | 1 | 7 |
| Total 419 | 45 | 5 | 5 | 8 | 8 | 17 | |

Table 4.3 the Data of Order and Duration in the Third Expectation

To sum up, the events of the story require 150 pages to cover a period of 7 years; it consists of 48 analepsis and 8 prolepsis, there is no more than one ellipsis 8 descriptive pauses and 47 scenes and 8 summaries.

## 5. Conclusion

This paper principally shed some light on the anachronisms according to Gerard Genette's theory which has shown that the story events are generally arranged in chronological order, although Dickens sometimes organizes story events in nonlinear ways by using analepsis and prolepsis. In other words, the events of the story did not harmonize with time-arrangements; the events also were not systematic from the narratological point of view. The events were arbitrarily narrated without succession of the analepses, and the sequences of the events come according to necessity. The duration of Great Expectations by Charles Dickens covers approximately 28 years, consisting of on 59 chapters which are divided into three expectations covering about 456 pages; the novel includes 87 analepses, 21 prolepses, 7 ellipses, 73 summaries, 31 descriptive pauses, and 233 scenes. In addition, the research has concluded that the ratio of narration time to narrated time slows continually from the First Expectation towards the Second Expectation up to the end. The story as presented according to Pip's speech took 28 years.

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# Methodology for determining costs for environmental actions in land management

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***Abstract***

*This article addresses the issues of the methodology for determining the costs of environmental measures in land management. The article specifies a mathematical model for determining the costs of environmental protection; calculating factors such as determining the volumes of the main types of harmful substances of harmful emissions and other factors such as the quality of the composition of water and capital costs during water treatment. Mathematic model could be used in process of planning buildings and land management to forecasts future spending. The main point of this work is the determination of water pollution in the water supply process and how much this factor affects the reclamation state of the soil.*

***Keywords:*** *capital investments, wind and water soil erosion, household waste volumes, net income.*

## I. INTRODUCTION

Environmental protection measures for the given land management is one of the main directions envisaged in the conditions of irrigated agriculture. Therefore, the development of a methodology for determining the costs of such events and their implementation in the preparation of land management projects has a certain practical value in the Republic of Uzbekistan at the present stage.

## II. METHODOLOGY OF RESEARCH

The costs of environmental protection measures in the area of an ecological disaster of the irrigated zone are determined by the number of expenses necessary to prevent the use of contaminated water and for irrigation and domestic needs, wind and water erosion of soils, secondary salinization the cost of creating sanitary protection zones, air purification systems, as well as the costs of disposal and disposal of industrial waste harmful emission including agricultural losses due to land allotment for the construction of these facilities and the organization of waste storage and disposal sites.

The costs of environmental protection measures provided for in the land management schemes and projects are determined by the amount of current annual expenses) and capital investments in the implementation of environmental protection measures reduced to the annual dimension taking into account the time factor.

Capital investments in the implementation of environmental protection measures in the schemes and projects of land management are determined by aggregated indicators or by the estimated cost of environmental protection objects.

Currently, inland management projects, the collector-drainage network is not considered an environmental measure, which is not true, since, in our opinion, it plays only an environmental role (preventing salinization / water logging).

Therefore, it must be included in environmental facilities and the costs associated with its construction in the capital costs of environmental measures.

The number and composition of environmental protection objects are determined on the basis of the existing assessment and the forecast for the future environmental situation in the land use territories.

In this case, there is a need to determine the volume of formed harmful substances (emissions) in the territory. They consist of atmospheric emissions, soil pollution, water sources in the territory.

Consider the methodology for determining the volume of the main types of harmful substances formed in agricultural enterprises, as well as determining the capital costs of their reduction or complete destruction.

We suggest determining emissions of gas, lead, and other harmful substances from vehicles, agricultural machinery, and heating systems into the atmosphere using the formula:

$$V_{ai} = \sum_{i=1}^{n} \sum_{j=1}^{`m} \omega_j \beta_{ij} \qquad \textbf{(A.1)}$$

In (A.1) $V_{ai}$- is the volume of air emissions, βi-type of pollutant, t; - demand in the ωj-th form of fuel

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or its used amount, t; -the volume of the i-th type of emissions forming from the combustion of a j-type of fuel, i.e.

Dust and other harmful emissions into the atmosphere are determined for each facility individually, based on the technological features and production volume of each of them, and then summed over the entire landmass.

Volumes of household waste and sewage from settlements can be determined by the formulas:

$$V_c = \frac{H \cdot q}{1000}; \qquad \textbf{(A.2)}$$

$$V_0 = \frac{H \cdot m}{1000}; \qquad \textbf{(A.3)}$$

In (A.2) and (A.3) Vc, $V_0$ are waste volumes and wastewater per day, respectively, t / day, m / day, H is the design (existing) population, people, is the estimated rate of generation of household waste per inhabitant per day, kg / day, m - the rate of water disposal per inhabitant per day, l / day.

The volumes of the waste and wastewater producer are determined to take into account the characteristics of the production facilities separately for each of them and then are summarized throughout the territory,

Livestock waste is determined on the basis of the project (existing) livestock of agricultural animals, according to the formula:

$$V_j = \sum_{i=1}^{n} \frac{N_i \cdot n_i}{1000} \qquad \textbf{(A.4)}$$

In (A.4) $V_j$ is the total daily volume of livestock waste, t / day, $N_i$- design (existing) livestock of agricultural animals of the $n_i$-th species, heads, nj is the output rate of experiments from one structural head of animals of the i-th species per day, kg / day

The volume of pollutants coming from irrigation water depends on the quality of the water and is determined separately for each harmful substance contained in it according to the following formula:

$$V_B = \sum_{i=1}^{n}\sum_{j=1}^{m} \frac{P_i M_i \alpha_i}{1000} \qquad \textbf{(A.5)}$$

In (A.5) $V_B$ is the total amount of harmful substances coming from irrigation water, t; Pi- sown area of the j-th crop, ha, $M_i$- irrigation rate, i-th crop, m / ha; - content, j-th type of harmful substances in 1 $m^3$ of irrigation water, kg / $m^3$.

Capital expenditures for environmental measures in the schemes and projects of land management are determined by the formula:

$$K = \sum_{i=1}^{n} K_i \qquad \textbf{(A.6)}$$

In (A.6) K is the cost of construction of the i-th environmental facility, thousand soums.

The number of capital expenditures for water treatment plants and installations, waste storage and disposal facilities is determined by their estimated cost.

a) for farms in areas of new development and irrigation

$$K = \sum_{i=1}^{n} P_i \frac{N_{Hi}}{1000} \cdot S \qquad \textbf{(A.7)}$$

In (A.7) P is the land area of the i-th massif (depending on the soil mechanical composition, salinity and depth of groundwater, etc., various massifs require different specific lengths of CLO, ha. NHi- standard (rational) length of BWW per 1 ha for i- massif, m / ha, S- aggregated costs for the construction of 1 km of collector-drainage network, sum.

b) for farms of the old irrigated zone

$$C = \sum_{i=1}^{n}\sum_{j=1}^{m} C_{ij} \qquad \textbf{(A.8)}$$

In (A.8) Cij are the current costs of the i-th conservation facility of the j-th species.

Operational expenses and depreciation deductions in projects and land management schemes are determined by aggregated indicators in the established percentage of deductions from capital investments for environmental protection measures.

Losses associated with the allotment of land for the construction of environmental facilities (C) are

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determined by the amount of net income lost from the area occupied by environmental facilities:

$$C_0 = P∃D \quad \textbf{(A.9)}$$

In (A.9) P is the area of land occupied by environmental facilities (taking into account the areas allocated for the organization of waste storage and disposal sites as well as land occupied by artificial water receivers in lower places of the farm territory where collector-drainage and other wastewater is discharged), ha, D- average farm income per 1 hectar.

The area of land occupied by nature conservation sites (P) is defined as the sum of the areas of various nature conservation sites (Pj):

$$P_j = \sum_{i=1}^{n} P_i \quad \textbf{(A.10)}$$

The size of investments in water treatment plants and in air - treatment plants and plants, waste storage and disposal facilities, etc., are determined by their estimated cost.

When developing land management schemes and projects, it becomes necessary to select the most environmentally effective options for design decisions.

When comparing options that provide the same level of quality of the surrounding natural environment, the indicator of environmental efficiency is the minimum of total annual expenditures and capital investments reduced to the annual dimension according to the well-known formula (A.11):

$$C_j + E_H K \longrightarrow \min \quad \textbf{(A.11)}$$

From the content of the above measures to protect nature and improve the use of land resources, we can conclude that many of them are directly or indirectly related to the organization of the territory not only on large landmasses but also within individual farms.

At the same time, it is not excluded, but it is expected that there will be a need for a number of other activities, such as legal, organizational, technological and other nature, related to the creation of the most favorable working conditions, life and recreation of the population both in the city and in the countryside. Therefore, in our opinion, at this stage in the development of land management, the development of measures to protect nature and improve land resources should be an integral part of all land management projects.

The detail and depth of the solution to these issues should be determined by specific conditions and tasks.

## III. CONCLUSION

Based on the above studies, it can be concluded that the nature conservation measures in land management projects which developed for irrigated agriculture conditions should take into account the specific conditions of place and implement integrated land management projects which drawn up on the basis of such comprehensive measures, and provide the objective opportunities for solving the problem of land and other natural resources of the republic.

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# Adoption of web-based reference services by private university libraries in kwara state, nigeria

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**Abstract:** This study investigated the adoption of web-based reference services by private university libraries in Kwara State, Nigeria. The objectives of the study were to: (i). identify the benefits of web-based reference services in private university libraries in Kwara Sate; (ii). ascertain the extent of adoption of web based reference services by private university libraries in Kwara Sate; (iii) identify the nature of web-based reference services adopted by private university libraries in Kwara Sate; and (iv) investigate the problems affecting the use of web based reference services in private university libraries in Kwara Sate. The study adopted descriptive survey research design. The population of the study comprised 5,138 registered library users of Al-Hikmah University Library, Ilorin and Landmark University Library, Omu-Aran, Kwara state. A sample size of 348 users was selected using proportional sampling technique. Questionnaire was used as instrument for data collection. Data collected were analyzed using descriptive statistics. The findings of this study revealed that library users derive numerous benefits from the use of web-based reference services. The finding also revealed that private university libraries in Kwara State have adopted web-based reference services to a high extent. It further revealed that technical problems, Internet network problem, lack of co-operation and coordination on both parts of users and staff and late answer to questions were the major problems affecting the use of web-based reference service. The study recommended that library management should address all constraints affecting the use of web-based reference services.

**Keyword:** Adoption, ICT, Private university libraries, Reference service, Web-based,

## 1. Introduction

Libraries are service-oriented institutions which exist to select, acquire, process, organize and disseminate information, which is contained in different formats: print, audio, video and digital. Libraries acquire different documents, process, organize and make them available to readers for use. They prepare and maintain tools like catalogue, shelf list, bibliographies to facilitate the use of books and other materials by the readers. One of the basic objectives of libraries is to save the time of their users as enshrined in the five laws of Ranganathan as well as to provide specific information to users as quickly as possible. Libraries embark on personal efforts to bring together user and resources directly or indirect. Hence, this method of providing personal attention to readers in terms of meeting their specific needs is referred to as „Reference Service".

Chebe (2012) in Damilola, Okesanya, Abiodun & Kusoro (2019) stated that reference service involves establishing contact between the patrons and collection through the connection of users with collections. However, the traditional methods of reference services delivery are lacking as they are not

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prompt and far-reaching. This makes it necessary to utilize other means of meeting users‟ demands in a networked environment such as the use of web-based system platforms by libraries. In today‟s modern Information and Communication Technology (ICT) based environment, the reference service is not confined to only providing personal assistance to users but providing information services to the users/remote users whenever and wherever they need it by making information digitally available at their fingertips (Chandwani, 2018).

Librarians today provide seamless reference service anytime, anywhere, through a collaborative and web-based network of libraries. Reference service refers to any form of assistance to those seeking information, and this can either be direct or indirect, in-person or remotely. Librarians have always provided reference service in a variety of formats, ranging from fixed desk, telephone, e-mail, to more recent synchronous virtual reference (Qobose & Mologanyi, 2015). Malik and Mahmood (2014) reported that many libraries are advancing towards digital reference service with the main aim of meeting users‟ needs anytime and anywhere. Web based reference uses the internet to allow people connect with a librarian. In the process of providing digital reference service, the reference librarian receives question via e-mail or web interface, identifies the query and then decides appropriate course of action. He analyses the request and gets the type of information required for response/feedback.

According to Sangale (2015), some of the benefits of web based reference services are to: ensure the needs of users and the accessible information sources are suitably matched at all times; deliver those information sources to the users in a timely and appropriate fashion; ensure the information provided is of high quality, accurate and appropriate; assists the users in interpreting the materials, if necessary; promoting users awareness of new services and information sources as they develop; providing users with individualized guidance and support as they build their information research and application skills.

As a result of the dynamic changes in library and information services and ICT, web-based reference service has become so well developed that reference is not only a service but a place (Qobose & Mologany, 2015). However, Nicol and Crook (2013) concluded that the successful implementation and sustainability of web-based reference services remains a major challenge for librarians and libraries.

## 2. Objectives of the Study

The main objective of this study was to investigate the adoption of web-based reference services by private university libraries in Kwara State, Nigeria. The specific objectives were to:

i. identify the benefits of web-based reference services in private university libraries in Kwara Sate;
ii. ascertain the extent of adoption of web based reference services by private university libraries in Kwara Sate;
iii. identify the nature of web-based reference services adopted by private university libraries in Kwara Sate; and
iv. investigate the problems affecting the use of web based reference services in private university libraries in Kwara Sate.

**Research Questions**

i. What are the benefits derived from adopting web-based reference services?
ii. To what extent is web-based reference services adopted by private university libraries in Kwara Sate?
iii. What is the nature of web-based reference services adopted by private university libraries in Kwara Sate?
iv. What are the problems affecting the use of web-based reference services in private university libraries in Kwara Sate?

## 3. Review of Related Literature

The terms "web-based reference," "digital reference," "e-reference," "Internet information services," "live reference" and "real-time reference" are used interchangeably to describe reference services that utilize computer technology in some way. Whether it is email reference, chat reference or an automated routing system, virtual reference is significantly influencing the delivery of high-quality library services (Arya & Mishra, 2012).

Madhusudhan & Nagabushnam (2012) defined web-based reference services as library services provided using internet as medium and library website as a gateway with the help of integrate library management system. Academic libraries are quickly becoming the major players in adopting and incorporating Web 2.0 applications into their services compared with other types of libraries (Xu, Ouyang & Chu, 2009). For example, RSS feeds can inform library users about new library activities, while blogs enable the library to aggregate knowledge from users and setting up a subject-based blog provides constructive

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resources to assist readers with researching and utilizing this technology (Kim & Abbas, 2010). Web-based library tutorials are the hallmark of good web-based instruction and provide a realistic learning arenas (Su & Kuo, 2010).

Chandwani (2018) broadly categorized web-based reference services into two types: asynchronous and synchronous. According to Chandwani (2018), asynchronous involves a time delay between the receiving question and providing answer such as e-mail reference service and web services. Some of the benefits of asynchronous reference service are, psychological barrier that stops shy users from asking questions face to face is removed, useful for the users who are poor in oral communication, physical boundaries are removed, it does not require extra software and no extra training, reference librarian find more time to think, chalk and plan out a strategy and finally search and give the answer, no restrictions of working time, user can ask query any time and lastly this mode of receiving and answering questions is cost-effective.

Synchronous reference service on the other hand takes place in „Real-Time" with immediate response to the query, that is, the interaction between the user and reference librarian is live therefore it is also called Real-Time Digital Reference Service. This service is gaining more importance due to several features such as user query is solved in real-time, that is interaction between the user and the reference librarian is live. Some of Synchronous examples are video conferencing or web cam services, web/digital reference robots and text based chat/instant messaging. Benefits of synchronous are, speed of this service is faster than e-mail service, so user does not have to wait for the response, clarification can be sought online, this service can be offered any time reference librarian can attend to multiple users simultaneously, Voice over Internet Protocol (VoIP) can be used by reference librarian to talk to users and hear them while connected and while locating the resources, if the user finds difficulty in finding information from any particular resource, reference librarian can demonstrate, how to use the particular resource, instant messaging needs software products such as America Online (AOL) Instant Messenger and Internet Chat Query (ICQ) which must be downloaded on both librarians and patron"s computer. These products allow librarians to communicate with the patrons in real time (Chandwani, 2018).

Nishal (2016) argued that web-based reference services can adopt any of these method E-mail, Ask Services, Simple Chat Reference, Instant Messaging as a variant of Simple Chat Reference, Chatterbots, Video-Conferencing or Web-Cam Services, VoIP ("Audio-Chat" or Internet Phoning), Web forms, Web Contact Center, Collaborative Networks for Reference and Real-Time Live Web Reference.

There are huge benefits of web-based reference service which promote and increased library usage by the patron which has been posited by different scholar. Convenience is a big criterion that governs the choice of going for any source or service. Web-based reference services offers users the convenience of asking for information or reference assistance whenever and wherever they want, even in the wee hours of the night at some remote physical location where internet is accessible. People will go first to the most likely source that is convenient. It is therefore not surprising that nowadays more and more users are inclined to use e-mail reference than some other traditional reference services (Sharma, 2004). Sharma (2004) stated further that web based reference services provide more complete answers than what could possibly be given at a busy reference desk. When answering a question through e-mail, the reference librarian usually has more time to think about the question, the user"s information needs, and if necessary, consults with other colleagues who have more related expertise or knowledge. According to Nishal (2016), the merits of the use of web based reference services includes; time saving of the users, minimization of operational cost, saves considerable storage space. More so, simultaneously large number of users can be helped by using web based library services, no need of library staff in large numbers to carry out library works and services and it reduces library budget.

Nevertheless, there are a number of obstacles to the use of web-based library services by users. Some of the challenges revolves round technical problems, institutional repositories, problem of networking (Nishal, 2016). Nisha (2016) further identified more challenges of web-based reference services to include, a huge volume of information is generated every minute, no order or rules are imposed on the generation, distribution, access and use of this information, however no fully comprehensive record of the different documents is available at the moment. It requires some training for users to use special equipment required, use is limited by copyright laws and licensing agreements, access is currently unreliable, URL problems, internet connection problems and format is in the early stages of development.

Moreover, reference interviews conducted via e-mail and web forms do not occur in real time. Also, they are either limited or non-existent because answers to these questions will take longer than answers to questions posed in person, by telephone, in chat rooms, or over videoconferencing. Answers to a simple

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question sent over e-mail or the web may take up to twenty-four hours to be seen by the library user. If the request is complicated or unclear, it could take even longer (Nicholas, 2011).

## 4. Empirical Review

Ekwelem, Okpala, Igbokwe and Ekwelem (2018) evaluated online reference services in academic libraries in Nigeria. Survey research design was adopted and data were collected with questionnaire. The result revealed that most libraries were using email services with a mean score of 2.7, chart reference services and, Real-Time Reference with mean scores of 2.4 and 2.3 respectively. The study also revealed that lack of proper training on use of ICT infrastructure among librarians and, lack of funds to support web-based reference service, epileptic power supply are the most noted challenges facing academic libraries in Nigeria.

Madukoma (2015) examined users‟ perception of electronic reference services in Babcock University Library, Ilishan-Remo, Ogun State, Nigeria. The survey research design was used for the study. The population includes 250 registered library users. A questionnaire was used to gather data from the respondents. Out of 250 copies of the questionnaire distributed, 179(70%) were duly completed and returned. Findings show that Babcock University Library users have a limited level of awareness of electronic reference services.

Uzoigwe and Eze (2018) studied the perceived benefits of electronic/digital reference services in Nigerian university libraries. Survey research design was adopted and questionnaire was used as instrument for data collection from librarians of twelve (12) universities; two (2) each sampled from the six geopolitical zones of Nigeria. Data was analyzed using frequencies, mean scores and standard deviations. ANOVA statistical analysis was used to test the hypothesis of no significance difference in the benefits derived from ICT based reference services using p-value of 0.05 to calculate the level of significance. Findings showed that librarians and library users made use of ICT facilities for different reference purposes especially to obtain information they need using the internet. Other reference needs for which patrons used the ICT facilities included: - access to current e-books and e - journals, user education and access to global information in other libraries. Provision of current awareness services (CAS) and selective dissemination of information services (SDI), on-line searching using workstations in the library, provision of on-line public access catalogue (OPAC) services, keeping statistics of users of the reference section and compilation of bibliographies. Further findings showed that the librarians and library users derive a lot of benefits from their use of ICT facilities in reference services. The results showed that easy retrieval and dissemination of information to patrons were ranked highest by the librarians amongst others.

Yang and Dalal (2015) studied the delivery of virtual Reference services on the Web. The findings indicate that approximately 68% of the libraries in the sample stated reference services are on the main webpage. About 74% of the libraries used, have at least one of the following technologies for virtual reference: email, phone, chat, IM, text, and video chat. Exactly 47.5% of the libraries provide chat. Further finding indicate that the institutions that offer more advanced degrees and have more students are more likely to offer chat than those who offer low-level degrees and fewer students. Schiller‟s (2016) study addressed learning in online chat virtual reference service at a large university library. The research data contains a total of 2380 chat transcripts in their natural setting dated from May 1st to December 31st, 2015. The findings indicate that mediated learning in chat reference conversations is co-constructed with the technical environment that is mediated by online technology and the social environment that is mediated by social presence. Chow and Croton (2013) presented the results of a survey on usability evaluation of Academic Virtual Reference Services. The study‟s results suggest that user preference and satisfaction for virtual reference service are highly correlated with the service‟s overall usability in terms of effectiveness and efficiency. Online chat was rated highest across all measures including satisfaction and seven different usability factors.

## 5. Research Methodology

The study adopted descriptive survey research design. The population of the study comprised 5,138 registered library users in private universities in Kwara State. The study used multi-stage sampling procedure. First, the researchers used purposive sampling technique to select two private university libraries that is Al-Hikmah University Library, Ilorin and Landmark University Library, Omu-Aran, Kwara state. The rationale for selecting these two is because they have well established libraries as opposed to others which were recently established. A sample size of 365 users was selected using proportional sampling technique and with the guide of a research advisor. Questionnaire was used as instrument for data collection. A total of 365 copies of questionnaire were administered on the respondents out of which 348 copies were completed and returned and considered usable for the study. Data collected were analyzed using descriptive statistics of frequency counts and percentages.

## 6. Results

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**Response Rate**

**Table 1: Response Rate**

| S/No | Name of Institutions | Copies of Questionnaire Administered | Copies of Questionnaire Returned | Percentage |
|---|---|---|---|---|
| 1 | Al-Hikmah University, Ilorin, Kwara State | 107 | 104 | 30 |
| 2 | Landmark University, Omu-Aran, Kwara State | 258 | 244 | 70 |
| | Total | 365 | 348 | 100 |

Table 1 reveals that majority of the respondents 244(70%) were from Landmark University Library, Omu-Aran, Kwara State.

**Research Question 1:** What are the benefits of web based reference services?

**Table 2: Benefits of web based reference services**

| S/N | Benefits | Agreed | | Disagreed | | Remark |
|---|---|---|---|---|---|---|
| | | F | % | F | % | |
| 1. | Information can be accessed at anytime and anywhere. | 275 | 79.0 | 73 | 21.0 | Agreed |
| 2. | Reduces error on transaction recording. | 268 | 77.0 | 80 | 23.0 | Agreed |
| 3. | Encourage sharing of book reviews and ideas exchange. | 289 | 83.0 | 59 | 17.0 | Agreed |
| 4. | Speed up the transaction time and reduces librarians‟ burden. | 241 | 69.3 | 107 | 30.7 | Agreed |
| 5. | No restrictions of working time, user can ask query any time. | 271 | 77.9 | 77 | 22.1 | Agreed |
| 6. | Useful for the users who are poor in oral communication. | 145 | 41.7 | 203 | 58.3 | Disagreed |
| 7. | Psychological barrier that stops shy users asking questions face to face is remove. | 256 | 73.6 | 92 | 26.4 | Agreed |
| **Average Frequency and Percentage** | | **249** | **71.6** | **99** | **28.4** | **Agreed** |

Table 2 shows the frequency and percentage responses on the benefits of web based reference services. The result reveals that with web-based reference services, information can be accessed at anytime and anywhere 275(79.0%); reduces error on transaction recording 268(77.0%); encourage sharing of book reviews and ideas exchange 289(83.0%); speed up the transaction time and reduces librarians‟ burden 241(69.3%); no restrictions of working time, user can ask query any time 271(77.9%) and psychological barrier that stops shy users asking questions face to face is remove 256 (73.6%).

**Research Question 2:** To what extent is web-based reference services adopted by private university libraries in Kwara Sate?

**Table 3: Extent of adoption of web-based reference services**

| S/N | Extent of Adoption | F | % |
|---|---|---|---|
| 1. | Very low extent | 19 | 4.6 |
| 2. | Low extent | 42 | 12.1 |
| 3. | High extent | 263 | 75.6 |
| 4. | Very high extent | 24 | 6.9 |
| **Total** | | **348** | **100** |

Table 4 shows the extent of adoption of web-based reference services by private university libraries in Kwara State. Majority of the respondents reveals that they have adopted web-based reference services to a high extent 263(75.6%).

**Research Question 3:** What is the nature of web-based reference services adopted by private university libraries in Kwara Sate?

**Table 4: Nature of web-based reference services adopted**

| S/N | Nature of web-based reference services | Agreed | | Disagreed | | Remark |
|---|---|---|---|---|---|---|
| | | **F** | **%** | **F** | **%** | |
| 1. | E-mail | 205 | 58.9 | 143 | 41.1 | Agreed |
| 2. | Ask Services | 212 | 60.9 | 136 | 39.1 | Agreed |
| 3. | Simple Chat Reference | 209 | 60.1 | 139 | 39.9 | Agreed |
| 4. | Web Contact Center | 164 | 47.1 | 184 | 52.9 | Disagreed |
| 5. | Real-Time Live Web Reference | 221 | 63.5 | 127 | 36.5 | Agreed |
| **Average Frequency and Percentage** | | **202** | **58.1** | **146** | **41.9** | **Agreed** |

The data in table 5 shows the frequency and percentage responses on the nature of web-based reference services adopted by private university libraries in Kwara State. Majority of the respondents agreed that their library adopts real-time live web reference 221(63.5%), ask service 212 (60.9%), simple chat reference 209 (60.1%) and e-mail services 205 (58.9%).

**Research Question 4:** What are the problems affecting the use of web based reference services in private university libraries in Kwara Sate?

**Table 5: Problems affecting the use of web based reference services**

| S/N | Problems | Aware | | Not Aware | | Remark |
|---|---|---|---|---|---|---|
| | | **F** | **%** | **F** | **%** | |
| 1. | Technical problems. | 213 | 61.2 | 135 | 38.8 | Agreed |
| 2. | Internet networking problem | 222 | 63.8 | 126 | 36.2 | Agreed |
| 3. | Manpower problem. | 85 | 24.4 | 263 | 75.6 | Disagreed |
| 4. | Lack of co-operation and coordination is on both part of staff and users. | 197 | 56.6 | 151 | 43.4 | Agreed |
| 5. | Problem on misinterpretation of reference requests sent over e-mail. | 111 | 31.9 | 237 | 68.1 | Disagreed |
| 6. | Problem on late answer to question. | 222 | 63.8 | 126 | 36.2 | Agreed |
| **Average Frequency and Percentage** | | **175** | **50.3** | **173** | **49.7** | **Agreed** |

Table 5 shows the frequency and percentage responses on the problems affecting the use of web based reference services in private university libraries in Kwara State. Majority of the respondents indicated technical problems 213 (61.2%), Internet network problem 222(63.8%), lack of co-operation and coordination on both parts of users and staff 197 (56.6%) and late answer to questions 222(63.8%).

## 7. Discussion

Finding from this study has revealed numerous benefits of web-based reference services among which are: information can be accessed at anytime and anywhere, it reduces error on transaction recording, it encourage sharing of book reviews and ideas exchange, it speeds up the transaction time and reduces librarians‟ burden, no restrictions of working time, user can ask query any time among others. This finding is in agreement with that of Ekwelem, Okpala, Igbokwe and Ekwelem (2018) which reported the positive effects of web-based reference services that it enables user‟s access to reference materials despite time and distance, and that it provides more alternatives and flexibility to users. The finding is also in conformity with that of Uzoigwe and Eze (2018) which studied the perceived benefits of electronic/digital reference services

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in Nigerian university libraries and reported numerous benefits.

Finding from the study also revealed that private university libraries in Kwara State have adopted web-based reference services to a high extent. This finding is in agreement with that of Yang and Dalal (2015) which studied the delivery of virtual Reference services on the Web and reported that reference services are on the library main webpage. The finding is also supported by that of Chow and Croton (2013) which presented the results of a survey on usability evaluation of Academic Virtual Reference Services and reported usage of virtual reference service is high.

Findings from the study further revealed the various components of the web-based reference service to include e-mail, ask services, simple chat references and real-time live web references. This finding is in agreement with that of Ekwelem, Okpala, Igbokwe and Ekwelem (2018) which reported that e-mail services ranked 1st in the overall application of web based reference services in Nigeria academic libraries. This is closely followed by chart reference services and, Real-Time Reference.

Findings from the study also revealed the problems affecting the use of web based reference services in private university libraries in Kwara State to include technical problems, Internet network problem, lack of co-operation and coordination on both parts of users and staff and late answer to questions. This finding agrees with that of Kumar (2015) which reported that the problems of web based reference services are: technical problems and problem of networking.

## 8. Summary of Findings

The findings of the study are:

i. User derive numerous benefits from the use of web-based reference services among which are information can be accessed at anytime and anywhere, it reduces error on transaction recording, it encourages sharing of book reviews and ideas exchange, it speeds up the transaction time and reduces librarians‟ burden, no restrictions of working time, user can ask query any time and psychological barrier that stops shy users asking questions face to face is remove.

ii. Private university libraries in Kwara State have adopted web-based reference services to a high extent

iii. The major components of web-based reference services adopted by private university libraries in Kwara Stae include e-mail, ask services, simple chat references and real-time live web references.

iv. The problems affecting the use of web based reference services in private university in Kwara State include technical problems, Internet network problem, lack of co-operation and coordination on both parts of users and staff and late answer to questions.

## 5.2 Conclusion:

The study concluded that private university libraries in Kwara State have adopted web-based reference services and that web-based reference services provide numerous advantages over the traditional reference services.

## 5.3 Recommendation:

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

i. Private university libraries in Kwara State should include more links to their web-based reference services in order to expand the scope and nature of the platform.

ii. Library managements should address the following constraints: irregular power supply, Internet network problem, lack of co-operation and coordination on both parts of users and staff and late answer to questions.

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# Meat productivity of single camels and their hybrids in the conditions of karakalpakstan

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***Abstract***

*The article gives information about the results of a study of the meat productivity of dromedary camels in the Republic of Karakalpakstan and also a study of the slaughter yield of the carcass, the mass of the steamed carcass, the mass of the hump to the ratio of live weight, the yield of internal fat. The conclusion about meat productivity depending on the age of animals is provided.*

**Key words:** Age, live weight, meat productivity, internal fat yield, dromedary camels, hybrids, steam carcass mass, hump mass.

## 1. Introduction

Camel breeding in the Republic of Karakalpakstan mainly develops in the desert (kyzyl-kum) and gypsum (Ustyurt) zones [1]. The main breed is one humped dromedary.

In the Republic of Karakalpakstan, at present, according to this statistics, the Republic of Karakalpakstan for January 1, 2021, 5072 heads of dromedar camels in all categories of farms.

Camel farming is one of the main branches of animal husbandry in the Republic of Karakalpakstan, it is of great importance in the development of vast desert territories with a sharply continental climate, providing the local population with food (meat, milk), and industry with raw materials (wool, leather). The importance of camel breeding is especially increasing in connection with the intensive industrial development of the vast expanses of Kyzylkum and Ustyurt in the northern part of the Republic of Karakalpakstan.

In the harsh and sharply continental conditions of Karakalpakstan, dromedary camels successfully combine qualities such as high working capacity, meat productivity and adaptability to the harsh conditions of deserts and semi-deserts. Therefore, for the production of cheap high-quality camel meat, and their breeding are engaged in many farms, private farms of the Republic.

It should be noted that in the Republic of Karakalpakstan there is not enough work to qualitatively improve the composition of camels. Therefore, it is necessary to carry out a complex of zoo-technical measures that would contribute not only to the numerical growth of one-humped camels, but also to improve its breed qualities.

Many researchers have studied how [1; 2; 3; 4; 5] found that with proper maintenance and care, camels grow well in desert and semi-desert conditions, develop and produce high quality products at low cost.

The production of camel meat is one of the factors of cheap production of meat and meat products in the Aral Sea region.

However, a serious obstacle in the development of camel breeding and the production of camel meat and meat products is the neglect of selection and breeding work in the direction of meat productivity in all farms of the Republic of Karakalpakstan.

Camel meat has a high biological and nutritional value, is characterized by marbling with fatty layers deposited in the connective tissue.

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## 2. Material and research methods

Scientific and practical research was carried out in the Ustyurt camel farm of the Kungrad region and the Nurtilek-Karauzyak camel farm in the Karakuzyak region of the Republic of Karakalpakstan in the period 2018–2020.

Live weight is mainly determined by truck scales, in the absence of scales in the field was determined according to the Patent of the Republic of Kazakhstan No. 15886 Professor Baimukanov's method for determining the live weight of camels. Published 15.08.2008. Biometric processing of the data obtained was carried out according to [6].

## 3. The scientific novelty of the

research lies in the fact that for the first time the age-related variability of the live weight of one-humped camels and their hybrids in the conditions of the Republic of Karakalpakstan was revealed.

**Picture 1. One humped camels in the Ustyurt pasture**

## Research results

The main serious obstacle in the development of camel breeding and the production of meat and meat products of camel breeding is the neglect of selection and breeding work in the direction of meat productivity in all farms of the Republic of Karakalpakstan.

Selection - breeding work - is one of the largest factors in the massive improvement in the state of affairs in camel breeding.

Live weight is the main indicator that determines meat productivity, survival and, ultimately, obtaining a healthy offspring. For the study of single humped dromedars, we selected queens with a live weight of at least 489 kg of live weight. The results of the study of live weight are shown in *Table 1* below.

Table 1

**Live weight of dromedary camels, kg.**

| Breed | Number animals, heads | Live weight, kg. | |
|---|---|---|---|
| | | X±mx | Limit |
| One humped dromedary camels<br>Grow:<br>3 years<br>5 years<br>7 years | <br><br><br>13<br>17<br>12 | <br><br><br>489,5±13,4<br>506,7±15,5<br>556,5±17,2 | <br><br><br>439-511<br>476-534<br>523-571 |

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| | | | |
|---|---|---|---|
| Hybrids<br>Grow:<br>3 years<br>5 years<br>7 years | <br><br>9<br>14<br>16 | <br><br>501,4±14,6<br>513,9±15,9<br>576,9±16,7 | <br><br>487-532<br>498-576<br>532-598 |

The analysis given in Table 1 shows that, one humped dromedary camels with age, the live weight increases (3 years old 489.5 ± 13.4 and 7 years old 556.5 ± 17.2). It should be noted that, in comparison, hybrids (dromedary + bactrians) significantly surpass the dromedary in live weight at all ages from their peers.

Meat productivity of animals is determined by early maturity and the ability to quickly fatten.
Feeding on spring-summer pastures is facilitated by the addition of weight gain.

With equal fatness, the proportion of fat in the carcass of an adult animal is higher than that of growing young animals. The highest indicators of slaughter yield and meat quality were found in young animals aged 2.5-3 years. Therefore, it is recommended to slaughter camels at the age of 2.5-3 years.

Camel meat is mainly used in the domestic market. In terms of chemical composition, nutritional value and taste, it differs little from beef.

Indicators of meat productivity of single-humped dromedars are given in Table 2.

Table 2

**Results of control slaughter of single-humped camels of different ages**

| Signs | Breeds | | | |
|---|---|---|---|---|
| | Single humped dromedary | | hybrids | |
| | Возраст животных | | | |
| | 3-года | 5-лет | 3-года | 5-лет |
| Number of heads | 3 | 3 | 3 | 3 |
| Before slaughter live weight, kg. | 489,5 | 506,0 | 501,0 | 576,0 |
| Steam carcass weight, kg. | 229.5 | 239,3 | 237.4 | 277,1 |
| Carcass yield,% | 46,9 | 47.3 | 47,4 | 48.1 |
| Internal fat mass, kg. | 3.6 | 3.2 | 4.3 | 3.9 |
| Internal fat yield,% | 0.7 | 0.6 | 0.9 | 0.7 |
| Hump fat mass, kg | 27.9 | 28.8 | 26.5 | 31.6 |
| Humpback fat yield,% | 5.7 | 5.7 | 5.3 | 5.5 |
| Slaughter weight, kg | 261,0 | 271.3 | 268.2 | 312.6 |
| Lethal output,% | 53.3 | 53.6 | 53.5 | 54.3 |

From the data in tables-2 it can be seen that, according to all meat indicators, hybrids (dromedary + bactrian) outperform with a comparison of peers of one-humped camels. It should be noted that it is advisable to take delivery for meat to 3-year-olds. And by this, the cost of meat is much less than that of a 5-year-old. The slaughter yield of meat fluctuates in one-humped camels of 3-year-old 53.3%, 5-year-old 53.6%, while these indicators, respectively, for hybrids 53.5 and 54.3%.

## 4. Conclusions

In order to solve the food program and provide the population with meat products, pay attention to expanding the area of camel breeding in the Republic of Karakalpakstan. After the time off for young camels, slaughter for meat should be carried out at the age of 2.5-3 years.

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# Needs analysis in technology education programme: purposes and procedures in curriculum development in nigeria

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**Abstract**
*The paper focus on needs analysis in technology education: Purposes and procedures in curriculum development in Nigeria. It examines the term technology education in Nigeria, needs analysis in curriculum development, the purposes of needs analysis in curriculum development, procedures for conducting needs analysis and needs analysis in technology education. The paper revealed that, needs analysis in technology education is faced with ethical challenge of not being fair and ethical about needs analysis approach used in data collection, the temptation of being partial by researchers and curriculum developers have ignored the use of systematic and comprehensive needs analysis and rely on their own recollections of the occupational area or recollections of panel of experts. The paper concluded that, needs analysis in technology education in Nigeria is faced with challenges both from researchers and curriculum developers ends. Therefore, the paper recommended among others that, researchers in technology education should be fair and ethical about needs analysis approach in data collection and curriculum developers in technology education should adhere to the use of systematic and comprehensive needs analysis in curriculum development processes.*

**Key Words:** Needs, Analysis, Technology, Education, Purposes & Procedures

## 1. Introduction

The rapid advancement in technological innovation is affecting every sector especially that of education and the world of work. This advancement results to extremely rapid changes over recent decades. These changes have clear implications for education sectors, in particular those of technology education. The implications reflect the coherent interrelation between technology education and world of work. For the technology education sector, the changes require adjustments in learning and teaching. These adjustments have to synchronize what is taught in technology education institutions with what is actually performed at work places. For a broader perspective, the competence needs of the world of work have to matched the needs of learners within the technology education learning processes. The matching of these needs calls for needs analysis in technology education.

## 2. Technology Education

Technology education is the study of technology, in which students learn about the processes and knowledge related to technology. Marc *et al.* (2016) defined technology education as a field of study that covers the human ability to shape and change the physical world to meet needs by manipulating materials and tools with techniques. It addresses the disconnect between wide usage and the lack of knowledge about technical components of technologies used and how to fix them. Blandow and Dyrenfurth (2014) noted that, technology education seeks to contribute to the learners' overall scientific and technological literacy.

Technology education is a major component of vocational education which is obtainable at various institutes of learning that includes Technical Colleges, Polytechnics, Colleges of Education and Universities. Ekpenyong (2005) noted that, this type of education is designed to prepare individual to acquire practical skill, basic and scientific knowledge and attitude required as craftsmen, technicians, technologists and sub-professional level in automobile, building, electrical, metal and wood technology trades among others. Federal Republic of Nigeria (2004) revealed that, the goals of technology education shall be to:

1. Provide the trained manpower particularly at craft, advanced and technical levels
2. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development.
3. Give the necessary training and impart skills to individuals who shall be self-reliant.

In pursuance of the above goals, the main features of the curricular activities of technology education institutions shall be developed to meet the occupational needs of the chosen trade. The first important stage in the development of technology education curriculum, is conducting needs analysis.

## 3. Needs Analysis

Needs Analysis is a formal, systematic process of identifying and evaluating training that should be done or specific needs of an individual or group of individuals. Needs are often referred to as 'gaps' or the difference between what is currently done and what should be performed. Altschuld and David (2010) defined needs analysis as a systematic process of determining and addressing needs or "gaps" between current conditions and desired conditions or "wants". The discrepancy between the current condition and wanted condition must be measured to appropriately identify needs. The needs in technology education can be a desire to: improve, correct a deficiency or develop a curriculum.

Needs analysis in curriculum development is a process of gathering appropriate and sufficient data to be used in developing an effective product that will address the learners' needs and wants. According to Triner *et al.* (2016), needs analysis in curriculum development should be viewed as a process by which meeting learners' needs leads to improvement of learners' learning. Rossi *et al.* (2014) further described needs analysis in curriculum development as the procedure used to collect information about the learners' needs. Therefore, there is need for curriculum developers to gather as much information as possible toward the learners' needs. Needs analysis involve collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students (Sharma *et al.*, 2010).

Furthermore, needs analysis as the first step in curriculum development and believes it provides validity and relevancy for all subsequent curriculum development activities. Kaufman (2012) noted that, the information collected for needs analysis should include the desired outcomes or expectations of a high quality program, the role of assessment, the current status of student achievement and actual program content. The information should also consider the concerns and attitudes of teachers, administrators, parents and also the learners. Mager and Pipe (2007), postulated that, data collected for needs analysis should include samples of assessments, lessons from teachers, assignments, scores on state standardized tests, textbooks currently used, student perception and feedback from parents. As for the feedback, learners should receive helpful feedback which will allow them to improve the quality of occupational skills in the world of work.

## 4. The Purposes of Needs Analysis in Curriculum Development

Needs analysis is a part of curriculum development processes, often used for improvement of individuals and education system. It can be an effective tool to clarify problems and identify appropriate interventions or solutions in education. Watkins (2012) revealed that, basically, needs analysis in curriculum development may be used for a number of different purposes, such as to:

1. Find out what technological skills a learner needs in order to perform a particular role in the world of work
2. Help determine if an existing course adequately addresses the needs of potential students
3. Determine which students from a group are most in need of training
4. Identify a change of direction that people in a reference group feel is important
5. Identify a gap between what students are able to do and what they need to be able to do
6. Collect information about a particular problem learners are experiencing.

## 5. Needs Analysis in Technology Education in Nigeria

For the last decade, technology education institutions in Nigeria have been subjected to substantial criticism for the lack of sufficient skills and knowledge in their graduates required by world of work. Employers are not satisfied with the quality of the technology education graduates and are not willing to hire them and technology education graduates complain about the inadequacy of training in schools and the difficulty of finding a satisfying job in their specialization (Ekpenyong, 2005). This gloomy situation largely results from technology education inability to adapt to new developments and rapid changes in industry.

Needs analysis in technology education is being conducted by several individual researchers to ascertain learners' and occupational needs. The needs analysis process in technology education is characterized with lot of ethical challenges. When conducting needs analysis, it is critical for researchers to follow ethical guidelines because ethical challenges are always going to be faced during the process. Rusnacks (2015) revealed that, one main ethical challenge in conducting needs analysis among researchers in technology education is not being fair and ethical about approaches and instruments used in data collection. Collection of facts and not emotional charged statements, personal opinions or any other forms of judgements that are based on acceptable evidence should be the ethics of needs analysis. Nevertheless, Altschuld and David

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(2010) revealed that, another ethical challenge in conducting needs analysis is the temptation to remain partial or to be influenced by private or social issues that are irrelevant to the needs analysis process.

Nevertheless, curriculum developers in technology education needs to prioritize on needs analysis in the development of competency based curriculum (Aina, 2001). Traditionally, the developers of technology education curriculum have ignored the use of systematic and comprehensive needs analysis to determine learners' needs in a specified occupational area. Benesch (2016) disclosed that, developers of technology education curriculum have tended to rely on their own recollections of the occupational area, or on the recollections of a panel of experts. The wisdom of relying on such data alone has been severely criticized, because of the possible limited experience across curriculum developers and the lack of decency skills in the occupational area of such personnel (Rayner & Hermann, 2008). It is considered that, the use of needs analysis is necessary to ensure that an occupational course is relevant: that it assists course graduates to function competently in the occupational area immediately upon graduation and into the foreseeable future. Such relevancy is especially important for beginning technology education graduates who must be able to perform competently as soon as they commence practice in the world of work.

However, needs analysis in technology education curriculum development process require procedure or combination of procedures. Hermann (2007) argued that, different procedures in collecting subsets of data from reliable sources depending on the particular needs of the investigation is appropriate. Hermann further recommended that, the procedure of needs analysis in technology education be conceptualized as consisting of three phases:

1. Phase 1. Describing the nature of the learner and scope of the occupational area;
2. Phase 2. Developing a list of occupational competencies (indicating what the learner has to be able to do in the occupational area, now and/or in the foreseeable future);
3. Phase 3. For each competency, collecting relevant data (such as importance, and extent of performance; in order, for example, to assist in prioritizing competencies with respect to their inclusion in the course).

## 6. Procedures for Conducting Needs Analysis

There are a variety of procedures can be used for conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected. Therefore, the use of a triangular approach (collecting information from two or more source) is advisable to get very comprehensive and sufficient information (Murk & Wells, 2008). Procedures for collecting information during a needs analysis can be selected from among the following:

1. Questionnaires
2. Self-ratings
3. Interviews
4. Meetings
5. Collecting learner language samples
6. Task analysis
7. Case studies
8. Analysis of available information

Conducting a needs analysis involves choosing from among various procedures above and selecting those that are likely to give a comprehensive view of learners' needs and that represent the interests of the different stakeholders involved. Decision on choosing particular procedures should consider some factors such as collecting, organizing, analyzing and reporting the information collected. Hannum and Hansen (2009) noted that, it is important to make sure that needs analysis does not produce information overloaded. Therefore, the reason for collecting should be stated clearly to ensure that only information that will actually be used is collected. Altschuld and David (2010) revealed the step by step procedures that can be followed in investigating the learners' needs that include the following:

1. Literature survey
2. Analysis of a wide range of survey questionnaires
3. Contact with others who had conducted similar surveys
4. Interviews with teachers to determine goals
5. Identification of participating departments
6. Presentation of project proposal to participating departments and identification of contact person in each department

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7. Development of a pilot student and staff questionnaire
8. Review of the questionnaires by colleagues
9. Piloting of the questionnaires
10. Selection of staff and students' subjects
11. Developing a schedule for collecting data
12. Administration of questionnaires
13. Follow-up interviews with selected participants
14. Tabulation of responses
15. Analysis of responses
16. Writing up of report and recommendations

## 7. Conclusions

Needs analysis is a part of curriculum development processes in technology education, often used for improvement of individuals and education system. Based on the findings of this paper, it is concluded that, needs analysis in technology education in Nigeria is faced with ethical challenges in data collection process by researchers, curriculum developers relying on their recollections of the occupational area or recollections of panel of experts and lack the use of systematic and comprehensive needs analysis processes.

## 8. Recommendations

Based on the findings from this study, the following recommendations were made:

1. Researchers in technology education should be fair and ethical about needs analysis approach in data collection
2. Researchers in technology education should always collect data on needs analysis by using recognized rules of evidence, tools and techniques which are endorsed and accepted.
3. Curriculum developers in technology education should adhere to the use of systematic and comprehensive needs analysis in curriculum development processes
4. Curriculum developers in technology education should not only rely on their own recollections of the occupational area or recollections of a panel of experts in curriculum development process.

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# Types of pottery equipments and technology of their production

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## Abstract

*This article provides a brief overview of the Khorezmian ceramics and discusses the technology of the pottery. The peculiarities of pottery are also introduced.*

**Key words:** Pottery, jugs and khums, ceramics, bodiya, plates, kopshirma, tuncha pots, stone lamps, candle lamps, clay jugs.

## 1. Introduction

The work and diligence of the master potter in creating the world of beauty is incomparable. Thanks to a potters' priceless art, gold and musk, roses, lilies, transparent vinegar ornaments and pottery are created from ordinary soil, and they become a world of beauty. The potter devotes his life to polishing his works. Because the art of pottery gives birth to amazing ceramics, decorated in different colors from ordinary soil and water. Pottery is a field that makes clay bowls, plates, jugs, etc., and it has a long history. From time immemorial, people have known that special soil is cooked like a stone when it is overheated, and various dishes are made from it.

It is clear based on archaeological excavations on Uzbek soil that people were aware of the secrets of pottery even before our era, making clay pottery of various shapes and using it in their daily lives. Over the centuries, people have gradually begun to produce jugs used to store water, candlesticks needed to light the room, and bowls needed for food and decorated them. Even though, initially, they created rough pots, jugs and jars, gradually these ceramics were brought to delicate light beautiful and elegant forms.

Ceramics are earthenwares made of clay and baked in a fire. The special soil, which is homogeneous in composition and color, is first dried in the sun, crushed, sieved, then mixed with clay, which is processed depending on the type of product, baked well, formed by hand or on a pottery wheel and dried. There are many types of ceramic products, mainly in household (food, water jars, oftoba (a special water jar for washing hands), khurma (a big water jar), guppy (a type of water jar), jars, bowls, big bowls, plates, dishes, as well as candlesticks, vases, etc.), in architecture (earthenwares, koshin (tiles), pipes, etc.), used in industry (refractory ceramic molds in metallurgical enterprises); children's toys, some decorative items (figurines) are also made of ceramics.

Improved Khorezm earthenware are divided into three types according to the forms of pottery. The first type includes small-sized and flat-shaped items – bodiya ( a flat dish for serving the food), chanok (a deep dish for serving the food), deep chanok, large bodiya, deep bodiya and tubs. The second type includes tall and bulky items - hum, guppi, digir (containers for water mills), large hums and others. The third type consists of an erected but small-sized vase, a ceramic mold used to make a traditional hat, a flower pot, a jar-like ibrik (a container for water) and a chorkulok (for dairy products), a salt shaker (for food).

Even today, we get acquainted with the peculiarities of ceramics, such as bodiyas, jugs, plates, kopshirma, tuncha pots, dosh lamps, candle lamps, hum, which are made and decorated with the most advanced technologies and are used in our lives less than porcelain.

Kosa (bowl) - a household utensil used to put various dishes; originally crafted by hand from pottery. With the advent of the pottery wheel, bowl workmanship was further improved. The bowl is divided into different types according to shape (round bowl, dukki bowl, etc.), volume (small-bowl, shokosa, nimkosa, miyona bowl, etc.). In the Khorezm dialect it is popularly called "lavobkosa". The bowls are made of a variety of materials in addition to clay, such as the zarang bowl, the porcelain bowl, the copper

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bowl, the wooden bowl, and so on.
Bodiya means desert, steppe. It is a ceramic vessel with a round bottom and a high, deep shape with a steep edge. The bodiya is also decorated and glazed with compositions of various shapes. It is especially popular among Khorezmian potters, and the smaller form, which has been widely used since ancient times, is also called "chonok bodiya". New copies of the bodiya were created by the potter Reayimbergan Matchanov from Madir city.

**Tavok-plate**. It is used in keeping dishes and food products. It also has large, small, flatter and deeper varieties. The potters make the plate flatter and do not decorate it much, but still glaze it.

**Kopshirma** is a container with a lid that has a deep shape. It is also widely used for food and food storage.

**Tuncha pot** has a medium depth and is mainly designed for cooking soup.

**The stone lamp** is a pottery dish that has long been used to illuminate evenings.

**Candle lamp** is a ceramic base on which the candle is mounted. Initially, it is made of ceramics, and later of gold, silver, copper and other materials in various forms.

**A flower pot** is a deep ceramic pot in which flowers are planted.

**Khum** is a dish with a narrow mouth; water and food are stored. Up to 1.5 m tall, the vessel is peculiar in shape, and is often decorated with a high (from mouth to waist) part; The inside is sometimes glazed depending on the use. Later, both the inside and the outside (up to the waist) were glazed. Two, sometimes four handles are handled in large khums for ease of lifting.

**The jug** is mainly used for water transportation and storage. It has a narrow base and a narrow neck, a wide handle, and a variety of pottery and copper. Without a handle it is called mundi. They make a lot of pottery. Khorezm potters also strictly adhere to the unique technology of making jugs.

**The four-eared** jar consists of four ears.

1. **Porcelain** clay or white clay is semi-solid, made of dark white stone and alkali with the help of bowls, piyolas, lagan and other utensils.
2. **C ross-section tiles** are made of fire-resistant dark clay, ie by adding white stone or white sand to the gilvata. It is used to make various tiles for mosaics. Tiles, which are widely used in architecture, are made of clay called tile clay.

**Kosagar clay** is also known as patloy or mud plate. This clay is prepared by mixing reed stalks into healthy soil. It is used to make surface dishes.

**Kuzagirloy** is formed from 60-70% plastic oily clay and 30-40% from healthy soil. It is used to make

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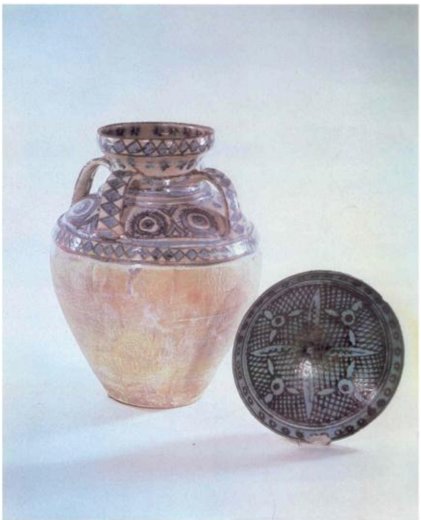
pottery, vases, jugs and other items.



In the art of pottery, the potter must focus mainly on the preparation of clay in order to make pottery. To do this, it is necessary to start with ensuring that the composition does not contain various impurities (for example, iron powder, alabaster, stone and similar rocks), as they lead to deterioration of the quality of the mud. In order to obtain such a pure clay, any clay used in pottery, ie gilmoya, is ground, then soaked in plastic or glazed bowls, and after 1-2 days it is thoroughly mixed, so that the soaked clay is mixed with water and becomes liquid. The liquid mixture is then filtered through a fine-mesh sieve.

Good results are obtained if the clay pots are dried in separate drying devices or in the sun for about an hour or two. Such dried jars do not crack in the jar.

For centuries, our ancestors have studied the secrets of ceramics, paying special attention to the quality, artistry, ease of use and durability of each product. That is why the world is amazed by the longevity of the tiles that adorn the oriental architecture, from the simple ceramic bowls they make. To achieve this, our ancestors have made extensive use of high-quality, extremely durable and time-tested materials.

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# ETHNOGRAPHISMS DENOTING CHILDREN'S GAMES

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**Abstract**

*This article provides information on the ethnographisms of words specific to children's games in the lexicon of the population of the Aral Sea region formed in ethnolinguistic conditions*

**Key words:** beshtash (five stone), chullik, beshtayak (five stick), xala-xala (aunt-aunt), toy-toy (horse-horse), tupra, kara kurdim (I saw a black), olma otish (apple throw)

## 1. Introduction

Ethnographisms are the product of a very long period of time and provide rich material for many subjects, such as the history of language, etnography, and history. Because they are the product of a particular historical period, social environment and political system, they reflect the life, worldview and attitudes of the population in a particular area that are directly related to these factors.

Every nation is distinguished, first of all, by its historical and cultural unity. They have retained their original features. Therefore, some small ethnic groups are distinguished by a wide range of national and practical features, such as food, clothing and household items, customs and rituals, formed over a long historical period. Scholars believe that one of the main and most important factors in the creation and unification of these historical units is their language. This is because the language is the main means by which certain ethnic groups can communicate freely, communicate, express their feelings, and establish economic and cultural ties. Because language not only establishes historical unity, but also socio-economic, cultural and traditional unity. [1]

Thus, the ethnographic lexicon of the language is formed on the basis of historical, ethnographic, everyday factors in a very long and complex context.

The language of the Aral Sea peoples was formed in a very complex ethnolinguistic context. Because different peoples and cultures clash in this region. Linguists who have studied the linguistic features of the region have noted that the study of the region in terms of its linguistic features poses a number of historical linguistic problems. One of the most important of these problems is the history of the formation of these dialects and their relationship with other ethnic groups that are genetically part of the Uzbek people. Because in this region, languages and dialects such as Oghuz dialect, kipchak, Karakalpak, Turkmen, Tajik have been mixed for centuries. Under such conditions, it is more difficult to distinguish the ethnographic lexicon of existing dialects, to identify its genesis, linguistic features due to its historical development, to make some comments on the current state and historical roots of this layer. Historical, ethnographic and archaeological works carried out in recent years, are putting forward not only the idea that the study of the linguistic features of these dialects is not limited to the study of the relations of these dialects with the languages of other Turkic peoples, but rather, their relation to other non-Turkic peoples, including eastern Iran and the peoples of West Asia. [2]

Below we talk about the factors of ethnographisms in the lexicon of Uzbek dialects in Karakalpakstan. They are related to the way of life, ethnicity and history of the people.

The ethnogenetic process of the people of the Lower Amudarya is evidenced by the linguistic facts of the ethnic groups that lived and are living in the region, as well as the fact that the peoples have left a certain mark. It is not difficult to feel the complexity of the formation of the people in this region. The ethnogenesis of the peoples of the Aral Sea region (Karakalpak, Uzbek, Turkmen) dates back to antiquity, the history of which is still unclear. It is known that the region (Priaralya) was a place where different ethnogenetic and cultural relations collided with each other due to its geographical conditions. The fact that it is situated in the way of Khorezm oasis connecting the western and eastern countries with each other and other historical and political conditions here, on the one hand, the nations in the Urals, Volga and Western Siberia, on the other hand, the peoples of Central Asia, Iran, Asia, the Caucasus and, on the other hand, the intermingling of Indian ethnic groups (language, culture) were mixed and developed. Indeed, it is known that in the territory of the Khorezm oasis, during its centuries-long historical process, people who belong to different language

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families and lived and they were connected to different sources. Undoubtedly, this has left its mark on the lexicon of modern Khorezm dialects (in general, in most Turkic languages), especially on historical toponymy.

There is no information about the early culture and history of the people of the Khorezm oasis and, in general, about their life until the next VII-VIII centuries. The great Khorezm scholar Abu Rayhan Beruni writes about this: “Qutayba persecuted and exterminated as much as possible all those who knew the script of the Khorezmians, who preserved their narrations, and all the scholars among them, and as a result their past was so dark that now we don’t know the true story of their history when Islam came here.”[3] The data of the peoples of Central Asia, including Khorezm, from the 6th century BC to the 7th century AD were obtained from foreign sources. Ancient Persian writings, Greek and Latin, Armenian and Syrian geographers and historians, and ancient Chinese historical ethnographic literature are among such sources. The name Khorezm is mentioned several times in Persian writings, Avesto, and Pahlavi (ancient Persian) religious texts, as well as in Greek-Latin, Chinese, and Armenian sources, but no information about the region is available. Abu Rayhan Beruni's work “History of Khorezm” also gives a schematic account of the history of the region. He lists the twenty-two rulers of the Afrigiy dynasty (305-995), and gives chronological information about the years of some of them.

The emergence of ethnographic lexicon dates back to very ancient times, and even some researchers note that it originated with Momo Havo and Odam [4]. Historical works and sacred books about the origins of all peoples and nations around the world and their professions, labor activities, and folklore and legends are reflected in the folklore. Some areas of traditional Central Asian folklore have their own sponsors. This sometimes indicates not only the existence of professions, but also their specific religious beliefs. Therefore, ethnographic lexicon is the oldest layer in the dictionary. In general, the study of ethnographisms helps to shed light on the ethnogenesis of the population of a particular region and the Uzbek people.

In the past, people acted differently according to their moods and desires. These actions expressed their joy or sadness. In those days, many things were associated with numbers, and some numbers were deified. For example, idiomatic expressions appeared, such as five-day-world, my five days are my happy days, my works are five (excellent). Some numbers are used as ceremonial names, while others refer to children's games: beshtash- a game of throwing five stones and hanging them without dropping them; uchdan puch - a win is canceled if the goal is not achieved even if the conditions of the game are repeated three times.

Ethnographies representing children's games also make up a significant part of the lexicon of Uzbek dialects. They, too, have been passed down from generation to generation: “yiqqan” game is to draw six rooms on the ground, kick a box, and jump on one leg; “besh tayaq” (five sticks)//”chullik”- to play with a long stick, jumping on two-sided sticks; “yashirinmachoq” (hide-and-seek) - a game of hiding; “kesak qo’ydi” (put a block) - hiding the block by putting the children on their backs; “tupra” - a game of punishing whoever speaks in a circle by spinning a handkerchief; “kara kurdim”(I saw a black) - a game of finding a child hidden in the dark; “xala-xala” (aunt-aunt), “toy-toy” (horse-horse), “kiz-kizalok”- a game of pushing and knocking someone out of the circle. Similarly, ethnographisms, which represent the names of many games, are formed in the form of pair-words, which form feelings of kinship and love in children.

National games for boys and girls have been around for a long time, often performed on holidays and celebrations, and in a sense reflect the unique traditions of the people. Such games include “olma otish”- throwing an apple at a young man and throwing an apple at his favorite girl; “tuxum otish” – trowing colored hard-boiled egg; “gul otish”- throwing flowers, “qant bilan urish” beating with sugar, “oramal yashirish, apqachish”- taking handkerchiefs and running, “yuzuk yashirish”- hiding rings, and so on. Of these, ethnographisms such as “oramal apqachish”, “qant bilan urish”, “yuzuk yashirish” have survived only at weddings. Only the older generation remembers that these traditions have been forgotten. These games are still played during the Navruz holidays.

Over time, as a result of various socio-political influences, these traditions were gradually eroded from human life.

This can be attributed to the influence of Russian culture or the new regime over the last 80 years.

The national sports games are very different from the national sports games of Uzbeks living in other parts of Uzbekistan. Their uniqueness and diversity stand out in the lexicon of Uzbek dialects. They, in turn, can be divided into two depending on their modernity:

a) games that have been played since ancient times;

b) newly emerged games.

The nature and characteristics of the national sports, which have been played since ancient times, are unique to their time. For example: “pachi”- three or four people play by throwing seven shells, and if the black side of two of them falls, it is called pachiz. “Iza berish” - to punish people who lose a game;

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Topmay yashirish (hiding without finding)- Someone takes the bone (ankle) of a cow under certain conditions, and the person who bets loses if he does not show it when asked.

Jinak – The chicken breast bone is stretched by two people, and each takes his own part. When he takes something from a friend and does not say "I remember", he is considered a loser.

Yollik alish - to charge a banquet or money from a first-time visitor to a place or city;

Boka uyin - the stalks of corn are beaten together and played as boka-boka. In general, the names of these games are forgotten and obsolete. These games are rare in remote villages.

The influx of Russians into Central Asia since the 1920s has had a profound effect on the traditions and culture of our people. As a result, in addition to the above national sports, ethnographic units have emerged to represent new sports.

In particular, cards, backgammon, seka, kuluch, domina, checkers, etc. were absorbed into the folk dialects. As a result, names such as oynak uyin appeared.

Thus, the emergence of ethnographic lexicon is closely linked to the historical, ethnic and domestic factors in the life of a particular people. Every nation is an inexhaustible treasure that has been able to pass on its spirituality and culture, national values, enlightenment, and cultural riches for centuries to future generations. For this reason, it is important to study the linguistic richness of each nation's mother tongue. Because in the current period of scientific and technological progress, the literary language has a great influence on the vernacular. This, in turn, leads to the gradual disappearance of some of the tools available in the vernacular under the influence of literary language.

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# MORPHOLOGICAL AND SEMANTIC ANALYSIS OF WORD COMBINATIONS

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**Abstract**
This paper makes analyses of the morphological and semantic analysis of word combinations. On this case, research has been pinpointed in order to make better investigation of word combination. Outcomes and shortcomings of the morphological and semantic analysis of word combinations were investigated by different methods. Finally, examples and analyses were concluded and recommendations were suggested for the further research.

**Key words:** morphological, semantic analysis, word combinations, Uzbekistan

## Introduction

The word combinations are classified according to the following features:

1. According to the grammatical nature of the word combinations.
2. According to the structure of the word combinations

When classifying the word combinations according to their grammatical nature the syntactic function of the subordinate word depends on the part of speech of the dominant word. The word combinations are divided into the following types, depending on the word group of the dominant part:

1) The Noun combination;
2) The Verb combination;
3) The Adjective combination;
4) The Adverb combination;
5) Modal word combination.

1. Noun combination. The noun and substantivized words are used as the dominant word in this group of word combinations as in followings:

The noun is the dominant part: g`ayratli odam (an enthusiastic man), samimiy inson sincere person, ezgu niyatli kishi(a person of good intentions).

The pronoun is the dominant part: bolaning o`zi(the boy himself), Karimaning o`zi (Karima herself)

The substantivized adjective is the dominant word: kishilardan eng mardi (the bravest of men), qizlarning sarasi(the finest of the girls)

The substantivized numeral is the dominant word: talabalarning beshtasi(five of the students), o`quvchilardan biri(one of the students).

The substantivized pronoun is the dominant word: tilaklarning barchasi (all of the wishes), kutib oluvchilarning hammas (all of the receivers).

The substantivized participle construction is the dominant word: onamlarning aytganlari(mothers' sayings), bolalarning o`qiyotgani(children's readings) and etc.

The substantivized adverb construction is the dominant word: ko`p so`zning ozi (few of most words), ishlarning ko`pi(most of the work).

The substantivized exclamatory word is the dominant word: ularning dod-voyi(their wow), bolalarning urasi.[1] (Children's hurrah)

The substantivized imitation word is the dominant word: otlarning dupur-dupuri(clip-clop of horses),

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to`plarning gumbur-gumburi(hum-boom of cannon gun).

It becomes evident that the parts of the noun combination combines grammatically through cohesion, coordination, and government. A noun combination is formed by the connection of a word (lexeme) or two word forms with a word form.

2. The dominant part of such a combination is expressed by the verb: tez ishlamoq(to work fast), oldinda yurmoq (to move forward), diqqat bilan tinglamoq(to listen carefully), kulib gapirmoq (to speak laughing).

The parts of the verb combination are connected by agreement and government. A verb phrase is formed by the agreement a word form and a word (lexeme).

3. The adjective combination. The dominant word is characterized by an substantivized adjective in this combination. The parts of the combination are in government syntactic relation: akasidan kuchli (stronger than brother), singlisidan ziyrakroq (wiser than his sister)

4. Adverbial combination. The dominant word of such a combination is expressed with the non-substantivized adverb. In adverbial combinations, the subordinate and dominant parts are connected by interdependence: raketadan tez (faster than a rocket), toshbaqadan sekin (slower than a tortoise)

5. Modal word combination. In this case, the modal word is used as the dominant word of the combination. The combination is formed through government: bizga kerak(we need it), o`quvchilarda bor (students have it)

Adjective, adverb, modal combinations are formed as a result of the interaction of a word (lexeme) with a word-form as the verb combinations.[1]

According to the syntactic function of subordinated part the word-combinations are divided into the following types:

1) Attributive combination;

2) Complimentary combination;

3) Adverbial combination;

1. The Attributive Combination. The subordinated part of the combination can function as all types of the attribute and can be divided into the following types:

1) qualitative combination;

2) focusing combination;

3) appositional combination.

E.g. yozma ish(written work), ilmiy maqola(scientific article), beshta kitob(five books), allaqanday ovozlar(strange sounds) – qualitative combinations; iqtisodiyotning taraqqiyoti(industrial development), maktab hovlisi(school yard) –possessive combination; o`qituvchi Salimova(teacher Salimova), professor Qodirov(professor Kodirov) – appositional combination. The attributive combination is the result of agreement and government syntactic relations of constituents.

2. Complimentary combination. It is the combination that the subordinated part perform the function of the object. The parts of the combination are governmentally combined. E.g. yoshlarga nasihat qilmoq(to exhort young people), odamlarni qadrlamoq(to respect people), talabalar uchun darslik(student's textbook), ilm-fan haqida so`zlamoq(to speak about science)

3. Adverbial combination: The subordinated part of this word combination acts as an adverbial modifier. The subordinated and dominant parts of the adverbial modifier combination are combined by interdependence or government: yangicha fikrlamoq(to think innovatively), birga ishlamoq (to work together), maktabdan qaytmoq(to return from school), erta boshlamoq (to start early)

When words are two, of course, they have a mutual meaning relation. In this case, the relationship can base on denotative or connotative meaning of the word. In this article, we have approached the phenomenon of combinations in their denotative and connotative meaning from a semantic and stylistic point of view. In this approach, we have used the epithet. An epithet expresses the general or specific sign of a word or a group of words. of the components of the word combinations are classified into the following groups in terms of defining the semantic features:[2]

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1. Concrete (aniq), it expresses mainly the observation of the five senses of a human
2. Evaluative. It expresses the speaker's personal attitude and opinion about the real world.
3. It is distinguished with the adjacent use of the attribute and modified word.
4. Unexpected qualitative combinations are the combinations that are newly coined by some speakers and even difficult to imagine as a word combination.
5. Favorite word combinations that are welcomed by common public.
6. In tautological combinations the meaning of the defined word is repeated emphasizing the attributive component.

Before analyzing the word combination, we tried to study their components in terms of their denotative and figurative semantic relations. In order to ensure that our examples are not approximate or divine, we have excerpted from the book "Selected Works"(2nd volume) by M. Abdulhakim (Tashkent-2017) and "Pride and Prejudice" by J. Austin (translation into Uzbek by M.Ismailova) in this article.

The denotative meaning relations of the components in word combinations:

1. "bodi sabo"- "Daybreak wind"

Bahor malikasi bodi sabo ham,
Qarib shamol bo'lgan, bo'lgan bir farrosh.( M.Abdulhakim "Tuz" 67-bet.)

The Uzbek word Bodi – combined to the word shamol(wind) means denotatively arrogant, conceited, ugly, rude and deliverer. The connotative meaning of the word is boastful, self-styled.

E.g. Boya anovi bodi qizni bopladima.Yoshlik. (Just recently I taught a lesson to that self-styled girl. From Journal 'Yoshlik'

The Uzbek word Sabo means the breeze, or the morning breeze

The morphological analysis according to the part of speech:

The adjective- bodi- what kind?
The Noun- sabo- what?

2 .The semantic analysis of the components: The wind that blows in the spring turns into the wind in some months later. Figuratively, the youth age of a person is compared to the spring season of the year while the adulthood ages are compared to the fall. In autumn, when the whole nature turns into russet, and when the trees shed their leaves, the wind also acts as a sweeper sweeping the leaves away. The old-aged bow-backed man is sometimes compared to a cleaner. The image of bodi sabo is used to depict the poet's youth, and the youth of human life compared to spring, and the life over fifty as the season of the autumn of the year.

2. "tarozu yulduz"- "Libra"

Ishq savdosin sira anglarmi onglar,
Tarozi yulduzdek bedor yuragim. (M.Abdulhakim "Yolg'iz yaproq" 56-bet.)

Tarozu– A scale

The denotative meaning: (Noun) a weighing device that is used to measure the mass, force exertion, tension and resistance of an object without the need of a power supply. (Adjective) weighty, heavy, substantial, . Ozg'in mol go'shti tarozi bosmas ekan . "Mushtum".

The lean beef is not heavy. 'Mushtum'

The connotative meaning: (Adjective) reasonable, serious. He collected reasonable facts. S.Anorboyev, Oqsoy.

(Verb) to over-estimate oneself, to self-present oneself or own job as the main one.

Qori o'zini taroziga solib, men bor, maktab bor deb gerdayib yurar edi. (Qori over-estimated himself and boasted by saying "I am here, and the school is hereby") D.Tursunov. "O'qituvchi"

3. Torozi yulduz turkumi – (Noun) Libra, constellation A natural luminous body visible in the sky especially at night. b : a self-luminous gaseous spheroidal celestial body of great mass which produces energy by means of nuclear fusion reactions, the five-pointed star.

1. Morphologcal analysis according to the part of speech:

The Noun-Tarozu(Libra)-What?

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The Noun-Yulduz(star) –What?

2 Semantic analyses:

Libra is a constellation of stars that does not set down. Other stars set down, but not Libra till the dawn it shines. But we think there are some

flaws in the poet's use of torozi as stars. Because the polar star is the only stable star that last to disappear at dawn. And it is known that there is another star, Venus (Venus), which appears near dawn and does not set until dawn. But considering that libra is a constellation, it seems to be a mistake. Another point that is worth for attention in this poem is that if we analyze the word combination torozi yulduz in concern with the semantic field of season, it is fact that the stars of this constellation brightly shine in the night-sky in early autumn and the harvest is weighed and calculated in scales at this period of the year. Tarozu yulduz is a word combination in Uzbek while in English it is introduced with the root word Libra only. As the word scale is used in English to measure the weight of the product.. While there is no need to combine the word Libra with the word star as it indepemdendently can express the meaning of astrological constellation of people born within the period from September 22 till October 23. The word Libra is originally from Latin and means ‘book‘ and ‘balance’ and in astrology science the name of the seventh sign of constellation.

3. “sayyod malika”-“A hunter princess”

Lekin meni hech vaqt shikorga olib
Chiqolmaysan, sayyod malikam. [3]

The word Sayyod is an old Uzbek word from Persian that means a hunter, trap-holder.

Tog’larda irg’ishlab o’ynasin ohu, Ularning poyiga tushmasin sayyod. (By X.Saloh)

(In English: Let gazelle leap in the mountains, and let the hunter not stalk her trail)

1. The word Malika means a title formerly used for various woman rulers, a princess
2. a woman of chief governor’s dynasty.

Shahanshoh o’zingni padar, qizingni malika qilmoqchi. (By Uyg’un)[4]

(The king intends to make your daughter a queen and accept you as his father)

1. Morphological analysis according to the type of the part of speech –

The Noun- (hunter)Sayyod- Who?

The Noun- (Princess)Malika-Who?

Semantic analysis – The hunter princess aimed at the target, her beloved and invited him to the date as the queen. Perhaps, the poet meant the wealthy background of the girl inviting a man to the date, as it is not normal for an ordinary woman to do it or as in case of old fairy-tales “og`zi qiyshiq bo`lsa ham boy bolasi gapirsin”(let the rich’s son speak even if his mouth is crooked) yoki “boylar aytsa toshbaqa ham ucha oladi”(a tortoise can fly if the rich order). Thus the princess can do anything on her will and has any opportunity to realize it. It is known from the works that from ancient times the girls of the royal family were thoroughly taught the arts of horseback riding, archery, multilingualism, wrestling, kopkaribozlik, and wire-dancing. Certainly, there are such princesses who, when they reach the age of puberty and choose a partner, give the candidates the same tests as above and agree to get married after passing all the conditions in the world epics. (the Uzbek epic “Alpomish”). From the above lines, it is clear that the princess invited the young man to the hunt at any time, but she did not come out herself. An in-depth analysis of the meaning of the word in the context shows that the hunter here is in the sense of a hunter of the soul or a thief of the heart. The image of a princess in young man’s mind is described as a thief who hunts his heart.

In addition the following lines can explain the semantic meaning of the word sayyod in Uzbek:

Rabbi maskun ichra sayyod, o‘zim sayd,
Ortiq madorim yo‘q, voqifsan ahir.
Manglayda yozilgan farmoningni ayt,
Da`vat qil, gunohkor bandangni chaqir.(by R.Parfi)

Literal translation:

Lord is the hunter on the Earth and I’m the prey
Oh, Lord! You know, I’m out of strength,

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Say the decree written on my forehead,

Call me, call your sinful servant.

The words sayd and sayyod are used to create ‘ishtiqoq’ rhyme in this verse. The word sayd is an Arabic borrowing which means to hunt belonging to the verb category of the part of speech. The word sayyod is an Arabic borrowing which means a hunter, a noun denoting a human activity. The lexical units sayd and sayyod are derived from the same root, the ishtiqoq rhyme serves as the mean of enriching the literary nature of the poem. The word sayyod originally denotes the meaning a man hunter who hunts under the open sky or roaming through the woods or in the open-air.

The Figurative Meaning Relations of the Components of Word Combinations

4. “mutloq diydor”- “a stark tryst”

In Uzbek: Oz qoldi deb mutlaq diydorga,

Har lahza ming shaylanadirmiz. (M.Abdulhakim.“Vahdat” 23-bet)

Literal translation in English: We get ready in each second to the date believing in odd-come-shortly stark tryst

1. The word mutlaq means without doubt, stalk, absolute, unconditional, unlimited, complete, perfect.

2. Total, absolute, everlasting.

1. The word diydor means a visit, meeting, appearance, or face

2. Yearning after long separation, seeing after longing, meeting

1. Morphological analysis according to the part of speech:

The Adjective- mutlaq - Which? What kind of?

The Noun-diydor-What?

The semantic analysis:

The word mutlaq means inseparable, decisive, diydor- the act of being face to face.

The word mutloq is derived from the stem talaq(Arabic) which means the act of untying the knot, divorcing, or disconnecting. The Uzbek word taloq has its origin in this stem. (E.g. mutloq hokim-yakka hokim (absolute ruler- sole ruler))

The poet may have meant the marriage by the word combination mutloq diydor in above lines of the verse. The author’s intention is to say that the dates are short and quickly finished before the wedding while the absolute date can be reached as a result of the marriage or after wedding. That date is proved by any condition, situation or is out of limitations. Thus nobody can deny this face to face date.

5. “makkor davra”- “a sly circle”

In Uzbek: Eng makkor davra ham u gap boshlasa,

Farqlab ololmaydi ne yolg’on, ne rost.( M.Abdulhakim.“Do’st” 9-bet)

Lieral translation in English: When he begins his speech even the sliest group (circle) of people cannot decide if it is the truth or a lie.

The word makkor means cunning, sly (person). 2. The word makr – trick, dodgery. Dushmanning makkor niyatini (The cunning intent of the enemy)… by Oybek “Quyosh qoraymas”(The Sun Never Darkens)

The next component of the word combination is the word davra – a row in circle, a group of people sitting in a circle or at a round-table.

E.g. Yaxshi yigit- davraning boshi.(A nice guy is the heart and soul of the party.(Uzbek proverb)

1. The morphological analysis according to the type of parts of speech:

Makkor(cunning, sly)- Which? What kind of?-The adjective

Davra(circle, group)- what? The Noun

2. The semantic analysis of the components: the word makkor is derived from Arabic faalun cadence of the word makr that means someone’s tricky or sly act or cheating somebody while the word davra means a group of people. The meaning of the word combination is a surrounding group of sly and cunning people. Nobody can guess the lie of the person meant by the poet even if only the whole talk is a lie told by this cunning group of people surrounding him. Thus, it means that the person is the sliest of all the cunning.

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E.g. “Valloho xoyrul makirin”(Arabic )-Alloh bilib ularga makr qildi (Allah deliberately used trick on them). In addition, we can say that, although the sly plays tricks on all without disclosure, Allah sends the tricks to him.

6. “nokas nish”- “a spiteful sting”

Til uchida nokas nishlari

Yuragingni chaqmoq uchun, do’st. (by M.Abdulhakim. “Do’st”. –P. 69.)

Literal translation: With hateful prickle on tip of his tong,

To sting to your heart, my friend.

Nokas- 1. The adjective: unscrupulous, dishonest, naughty, ugly, inferior (about person)

2. rude word for naughty and stupid

E.g.: Ha, tutuni bulut ko’rmagan nokas. Sening otang shunday qurumsoq edi. P.Tursun o’qituvchi.(Your father was so greedy, and an inferior whose smoke has never seen the cloud)

Nish- a sting of bee, scorpion, a spear, a sharp point of something, bite, thorn, needle, spear bite

Nish-tor- a small sharp-pointed organ at the end of the abdomen of bees, wasps, ants, and scorpions, capable of inflicting a painful or dangerous wound by injecting poison

Urdi bir-ikki nishini po’stiga. (by Hamza)-(Stung one or two times on the shell)

The morphological analysis according to the parts of speech:

nokas- what kind of?- The Adjective

nish-What?-The Noun

The Semantic analysis of the word combination:

The word no (from Arabic) means no, without, not, kas(from Arabic)- a man, human. Nokas – unconscience. Nish- freshly sprouted, lightly pointed grass. Although fresh, it has blades. the sting is actually a part of the insect body used to bite or sting, it is an organ of the insect only. The above sentences the word is used figuratively to denote a person that can upset or injure somebody forever with one word, but some of them even cannot remember that prick word or act. The following sentences in Persian by Lord Rumiy can be used to define the meaning of the word kas clearly:

In Persian: Kasiyki aql nadorat, Bavay suhan xayf ast.

In Uzbek: Odamda aql bo`lmasa, unga so`z ham xayfdir.

In English: If a person is sap-head, a word is waste told to him)

Yoki:

Kajfe’l, kajraftorlar tarbiyasiga, Kajdumlar qismati ibratdir ayon.

Jaholat avjida o‘z miyasiga, Nish urib qo‘yadi ba’zida chayon. [5]

The literal translation:

To the upbringing of the impertinent and arrogant,

The lesson is the fate of the spiteful tails exact,

Sometimes a scorpion stings to his own brain in the height of seizure

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# National ideas - trust and faith of the people

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**Abstract**

*In order to fully understand the essence of the idea of national independence and its place in the life of the nation, it is first of all theoretical and practical to determine the basis on which it is based. Because today, in connection with the introduction of the subject "The idea of national independence: basic concepts and principles" in the education system, there are attempts to give it priority over the national idea.*
***Key words:*** *national idea, development, history, peace*

## 1. Introduction

Generally, such actions can be considered as an objective situation. This is due to the current tasks of strengthening the independence of our country.

However, it should not be overlooked that this independence cannot be achieved without the emergence of national consciousness and ideas. In fact, the prelude to any national goal and interest arises with the emergence of the national idea. In the same sense, the study of the national idea itself and the role of the idea of national independence in the destiny of the nation on its basis is theoretically and methodologically correct. Because the idea of national independence serves for the period when the nation becomes dependent on others, to create the necessary actions to get rid of it and to ensure freedom. There is no need to prioritize it later. The national idea retains its significance for each period in which the nation exists as a real subject, and remains the basis for the emergence of new ideas in accordance with the objectives of national development.

The concept of national idea. The national idea is an idea that awakens the national consciousness, expresses the identity of the nation, gives a "look" to the identity, mentality, forms the national spirit, pride, belief and responsibility.

The national idea begins to take shape in the process of self-realization of each person. It begins with a person's self-awareness as a person. He begins to understand who he is through his relationships with his parents, family and the outside world. That is why the national idea is formed in a person under the influence of these relations. The main sources of the national idea are related to factors ranging from simple everyday customs, traditions and values to spiritual heritage, historical memory and experience in national development. The national idea is formed under the influence of the relationship, behavior, mentality of parents, family, representatives of the nation. In this sense, only when the sources of the national idea are strong, it develops in the mind of the child through the adherence to various attitudes, national customs, traditions, and as he grows up, his general outlook becomes an integral part of consciousness.

In the system of national ideas, national consciousness, national identity and national mentality play a leading role. If there is no national consciousness, if it does not develop, if the nation does not understand itself, if it does not have feelings such as who, where it comes from, what its roots are connected with and what it is capable of, the national idea will continue to weaken. National ideas will awaken, develop and improve only if the nation strives to adopt and follow the customs, traditions, and values inherent in its life. This is because the national consciousness and the understanding of national identity stimulate the national idea, form it and give it a spirit of national development and "move it". At the same time, the development of national consciousness and identity expands the possibilities of the national idea.

The sphere of influence of the national idea is very wide, it influences the preservation of the identity of the nation, the unification, organization and direction of development of the nation in the interests of the nation.

The national idea is important for the preservation of national identity and the realization of national

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interests, the definition of national prospects. Because it, the worldview of each person representing the nation, is reflected in the daily activities. A nationwide movement for national interests will emerge only when the vast majority of the nation's members are people with a strong national ideology. One of the important tasks of the national idea is to create the same nationwide movement; secondly, to influence the representatives of the nation to awaken a sense of patriotism, the sanctity of the motherland, to understand the need to protect it like the apple of an eye; the national idea informs the representatives of each nation that its descendants were born on this land, enjoyed its pleasure, received inspiration, pleasure and settled in it. This, in turn, strengthens his love for his homeland; thirdly, the national idea strengthens the historical memory and inspires it as a source of its unique potential. We should not talk about the primacy of universal values and the unification of humanity, but we must keep in mind that its roots and lands are connected with the historical memory, heritage and life experience of the nation over the centuries. In the same process, the role, potential, opportunities and height of the national idea are manifested. The national idea also awakens in the representatives of the nation a sense of responsibility for the fate of the nation. Since a nation is made up of people who make it up in real life, if you are happy with the achievements of your nation in the circle of other nations, you will be proud to be a representative of that nation. On the contrary, you accept the difficult days of your compatriot as if they were the lives of your loved ones.

If you see that the representatives of the nation are honestly rich, you will see that your country is developing faster than other countries, it is making great strides, your confidence in the future will increase, or, conversely, the problems will be solved. If you see that they are planning, you will be depressed, sad. The time and roots of such feelings are again rooted in the national idea. Only a person who embodies the national idea and all the positive aspects of humanity can have such feelings. The national idea not only creates a narrow range of feelings (ie in the national interest), but also respects the representatives of their nation and people living side by side with the nation, taking into account their interests, uniting them around themselves, religious and has a positive effect on the formation of such qualities as human tolerance.

When the foundations of the national idea are "brittle" and impoverished, or if they are tarnished by some kind of violence, the nation begins to lose its identity, its self-image diminishes, and as a result its future also at risk. But the national ideas of a nation, created by generations of strong intellectual potential, heritage and experience of development, can be violently suppressed for a certain period of time, but it cannot be completely erased from the historical memory of the nation. After all, the national intellectual potential, heritage and experience gained during national development have become universal property and continue to serve other peoples living on other parts of the world. This, in turn, will be of great importance in the future of the nation, which was "temporarily" restrained by violence, created by its ancestors, that is, in the revival of its national ideas, because it is possible not to forcibly turn the national ideas of a nation with a strong and rich spiritual potential into a material force, but it cannot be completely lost. Over time, the nation's demand for it will grow.

The endless possibilities of the national idea are so wide that it is not limited to the self-realization of the nation, the development of national consciousness, but it introduces the nation to others and contributes to its entry into the processes of world civilization as an independent entity.

It is clear from the above that the national idea is an important source of national revival and national development.

The national idea forms the idea of national independence and unites the nation in its real realization. Without the national idea, the idea of national independence will not be formed. In this sense, the development of the national idea remains an urgent task for each stage of the nation's development.

It is necessary to use effective methods and means of education and propaganda to give students an idea of the specific system and priorities of inculcating the idea of national independence in the hearts and minds of young people.

Directions for inculcating the idea of national independence in the human heart and mind:

The first is in the field of education:

- preschool education;

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- general secondary education;
- secondary special, vocational education;
- higher education.

The second is in the field of education:

- education;
- family;
- neighborhood;
- social and public institutions;
- administrative and political organizations;
- work team.

The idea of national independence is absorbed, first of all, in the family, in the family environment. This process is carried out through the teachings of ancestors, the example of the father, the love of the mother. The following factors are of paramount importance in the process of ideological education. These are:

- Formation of a sense of homeland;
- Awakening of love for our native language;
- Strengthening respect for national cadres;
- Honoring a woman who is a symbol of goodness;
- To show the role of the family in cultivating a sense of patriotism;

Our country is transitioning to market relations. It is in the process of harmonization of the law of supply and demand, that is, the organization of production according to demand and the priority of determining the quantity and quality of supply, the closure of inefficient enterprises, social stratification, state domination over production, termination, unemployment among the population, leadership of various forms of ownership. However, economic mechanisms aimed at solving them are behind the formation of market relations, the development of entrepreneurship, the development of property relations, increasing the activity of the masses in material production, the development of democratic processes and spiritual renewal of society in accordance with the new conditions.

There is a mismatch between the opportunities created for the democratization of society, the legal framework and their transformation into real life. Our country has created a legal framework and opportunities for the democratization of society. However, their real implementation lags behind the current level of need.

The existence of a negative state between the spirit of self-sacrifice and indifference required in the process of creation. Today, there is a perception that every citizen can provide for his own well-being, that he does not fully understand the need for self-sacrifice in this way, and that the state will improve my well-being, and the emerging market relations.

The mismatch between the process of national and spiritual revival and the process of the formation of vices that are incompatible with the spirit of our nation, such as individualism, the supremacy of wealth and position, arrogance, indifference to others, is growing.

Corruption, which has risen to the level of great spiritual values in the history of our nation, is growing today with such values as kindness to parents, loyalty to relatives, kindness, sincerity in relations. The rise of abominable acts, such as the abuse of power, the betrayal of the rights of others, creates a mismatch between the negative aspects of the relationship, such as parenthood, kinship.

There are also the following factors to eliminate these imbalances.

Firstly. Liberalization of economic, socio-political life of the country;

Secondly. Ensuring that the law takes precedence over any interests;

Third. Accelerate the development of reforms that meet the requirements of market relations, entrepreneurship, various forms of ownership;

Fourth. Ensuring people's control over the activities of state power, achieving its control, creating sample opportunities for the development of democratic processes;

Fifth. Deepening the process of national revival, development of national and spiritual potential on the

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basis of our lands, strengthening the values of patriotism, nationalism and humanity in the minds and hearts of young people.

Consistent implementation of these tasks will allow the Uzbek "model" to become a reality, leading our nation and our country to high development.

As noted, we are carrying out our reforms and changes to build a new society "We are a new life" not to make someone look good, to get charity from someone, but primarily because it fully meets the interests of our people and in the future. nor do we back down from such views and aspirations.

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# A comparative- typological classification of archaic words in english and uzbek languages

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**Abstract**

*This study recommends a comparative-typological classification to categorize archaic words according to their semantic functions. Through this study, we clarify the pragmatic content of three related terms archaic words, historical words and anachronisms in terms of their similarities and differences. Moreover, we provide detailed explanation of archaic words existed in English and Uzbek languages. Mainly, through this study, we propose a revision of the semantical classification of archaic words to simplify their typology. This framework is conducted based on the other classifications of the archaic words. Existing categorizations of archaic words refer to lexical and grammatical categories that are referential in function, with the additional categories of phonetic and derivational archaic words. We suggest bringing semantic categories of archaic words, such as medical archaisms, occupational archaisms, zooarchaisms, phytoarchaisms, topoarchaisms and hydroarchaisms.*
***Key words:*** *archaism, historism, typological analysis, semantic fields.*

## 1. Introduction

In the world linguistics, the main language phenomena are learnt by defining their different features, such as lexical, morphologic, phonetic, semantic, and typological. In this article, we are going to discuss archaic words in Uzbek and English languages in terms of their typological analysis. However, prior to moving the main part of our work, initially, we must identify three related terms that may confuse us:

1. Archaism
2. Historism
3. Anachronism

The language is rich in old and obsolete words in the vocabulary, nevertheless, there are some issues that these words have certain distinguishing factors. Coming to the archaisms, an archaism is an old word or phrase, which is no longer active in general spoken language or written use. **Archaisms** are found in poetry, nursery rhymes, historical novels, proverbs and place names. For example, the old version of the word "**ago**" was "agone" in the past. "**Aright**" was used instead of "**righ**t", people said "**aye**", when they want to express "**yes**" in the history. Such examples can also be found in the Uzbek language vocabulary, for instance, the term "**ulus**" was used to mean the "**people**", who belong to a particular country, nation and area. "**Bitik**" was used instead of "**writing**". We can see from the abovementioned examples that, archaisms are the old versions of the words that still exist.

Another term that can be confused with an archaism is historism. Historisms belong to obsolete words. Their denotatum is outdated. We mean here, when the words were out of use together with the object they call, they become historisms. They are very numerous as names for social relations, institutions and objects of material culture of the past. The names of ancient weapons, types of boats, types of carriages, instruments belong to historisms. Coming to the examples: in the history, blacksmiths used an "**anvil**", which is a heavy usually steel-faced iron block on which metal was shaped (as by hand hammering). As we can see this example that nowadays an anvil as an object is no longer in use, so as the word itself. Observing other examples, **a prairie schooner** was a canvas-covered ship used by pioneers crossing the North American prairies. Or a **crossbow** was a type of weapon. A great number examples exist in the Uzbek language also, such as, "**paqir**" was an ancient type of currency, which was equal to 2 copper coins. "**Yasovulboshi**" was an ancient military status, which is one of the palace positions in the Turkestan khanates. In the Khiva khanate, yasovulboshi had a police station, prisons, and guards for the khan. He also passed through secret decrees. He led the soldiers into the battle by order of the khan. Each yasovulboshi had several assistants, who were called yasovums. Another historism is "**oshiq**". This word itself nowadays mean

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a person who is in love, however, in the historical vocabulary of Uzbek language, “oshiq” meant a type of ancient playing stones, which are made of bones. As these examples, we can see that, neither the words nor their denotatum are in use, so they are called historism.

The last term is an **anachronism**, which is any thing, person, or word that is out of place chronologically. An anachronism is anything that is not historically correct. It is most frequently found in works of imagination that rest on a historical basis, in which appear details borrowed from a later age; e.g., a clock in William Shakespeare‟s “Julius Caesar”, an attendant to the Pharaoh shod in tennis shoes in Cecil B. de Mille‟s “The Ten Commandments”. Anachronisms originate in disregard of the different modes of life and thought that characterize different periods or in ignorance of the facts of history (Encyclopedia Britannica 2016). For example,

Shakespeare used to like taking **a photo**.

We can simply know, at that period, camera was not invented, so it is historically incorrect sentence, or

When Alisher Navoiy was studying at his **Master’s** degree, he met Husayn Boykaro.

In these both examples, the words “photo” and “Master‟s” are considered anachronsims, and such words are used in the context of fictions for humorous purposes in most cases.

Below, we firstly discuss the typological analysis of archaic words in terms of semantics. In the first part, we identified 6 types of semantical groups of archaic words and we will look through them in detail.

## RESULTS AND DISCUSSION

Typological analysis focusing on different aspects of words provide additional insights to evaluate and improve existing materials and forecast desirable future directions for the field of linguistics. Classification is essential for interpreting data, extrapolating information from specific sources, setting strategic objectives or standards, and evaluating. Classification provides a necessary framework for research and it is a way of simplifying complex information and can have important educational values. Therefore, in this part we have defined six semantical groups of archaic words in English and Uzbek language.

It is natural that, sofar, linguists have studied archaic words in terms of several classifications. For example, some researches distinguish lexical and grammatical archaisms, in which, the former means the archaic units, such as woe (sorrow), nigh (near), aught (anything). Grammatical archaisms are old grammatical forms: thou (you), the -est inflexion for the 2nd person singular, -th for the 3rd person singular, the plural form of brother (brethren), tense forms like wilt, spake, builded.

In Russian linguistics, Edneralova Natalia Gennadievna distinguishes historisms and archaisms in terms of their relevance to the following thematic groups:

1) household vocabulary;
2) personal physiological and psychological vocabulary;
3) socio-political vocabulary;
4) economic vocabulary;
5) military vocabulary;
6) vocabulary of culture, upbringing and education;
7) vocabulary of nature, space, time;
8) scientific and technical vocabulary. (Edneralova 2003)

Besides that, some modern linguists distinguish the following types of archaisms:

1) Lexical - the word itself is outdated, since its phonetic-alphabetic composition has disappeared from use and has been replaced by a new word that has a completely different, unlike the original, phonetic composition. For example, lanita - cheeks, ramen – shoulders.
2) Phonetic - in connection with historical transformations in phonetics, derivatology and grammar, the sound image of the word has changed, which is also reflected in its spelling. On the this aspect influenced the termination of the law of the open syllable, the development of full

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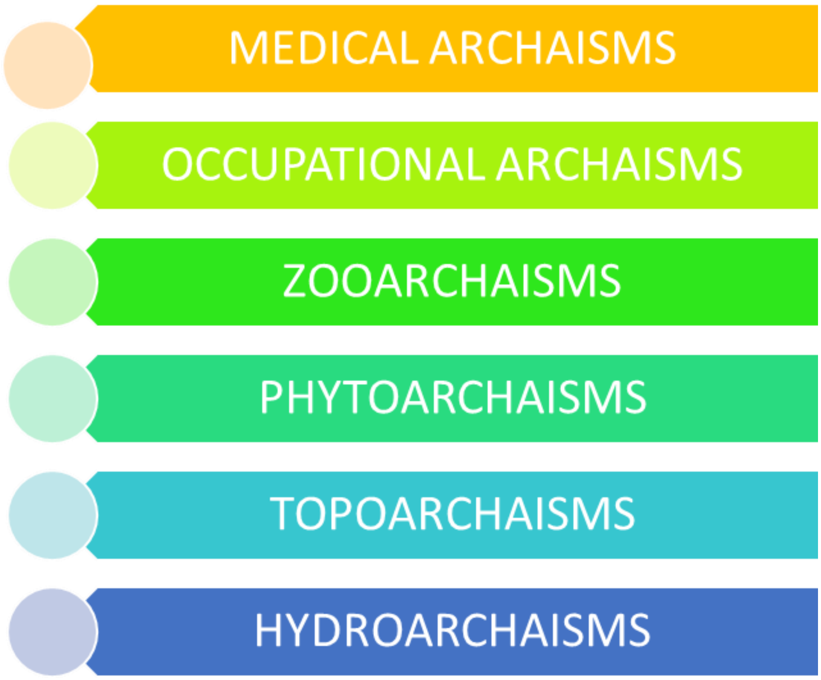
consonance, a change in the pronunciation of vowels, a combination of hard and soft consonants, the degree of hardness, the influence of affricates, etc.

3) Word-building or derivational - in connection with changes in the means of education of the word, for example, obsolescence of the suffix or prefix.
4) Grammatical - the word has lost some forms, which has changed the paradigmatic composition.
5) Semantic - the word exists in the modern language, but has lost one or more meanings.

However, different linguists have classified archaisms and historicisms in different ways, there is still no consensus on this matter, because the question of typology is still debatable. In addition to the main ones mentioned above, Dmitry Nikolaevich Shmelev identifies partial archaisms and exoticisms, Oleg Evgenievich Voronichev complements the typology with lexical and lexical-semantic archaisms. Elena Innokentievna Dibrova proposes to take into account the following word-formation feature, on the basis of which it expands the classification: it distinguishes single-root and multi-root within the boundaries of derivational archaisms and historisms.

In this work, we suggest a classification of archaic words, according to their semantical features. (Figure 1)

**FIGURE 1. Semantic classification of archaic words**




In the following section, we will discuss these types turn by turn. So, the first type is **medical archaisms**. The name itself shows that such words express archaic words related to the medicine, meaning names of illnesses, terms associated with diagnosis, treatment, and prevention of disease etc. A great number of medical linguistic units that were in use in the past, but later with the development of science and technology, they were replaced by new alternatives, resulting the appearance of medical archaisms. For example, the archaic word "**calenture**" was used to express "burning temperature, fever". The modern medical term of this state is hyperthermia, which is also known simply as overheating, a condition where an individual's body temperature is elevated beyond normal due to failed thermoregulation. Another synonym archaism for the word "calenture" is "feuer". The use of such words can be seen in several folklore genres, for example, in the Oxford dictionary of Proverbs, the proverb "Fasting is a great remedie in **feuers**" is given. Another example is "**lasks**", which meant actually the diarrhea. This word is derived from Old Northern French "lasque", from lasker „to loosen‟. Later this word has given its meaning to the diarrhea. Next example is the term "**Pissing disease**", which was used to express diabetes. As we can see from these examples, there were great many medical archaic terms in the history of English language, now we will look

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trough the examples from the Uzbek language. “**Xafaqon**” illness was used instead of “hypertonia”, which is the illness of blood pressure. Here we should mention that, the term “xafaqon” once lost its meaning as a “hypertonia”, but the physicians began to reuse this term again in their discourse, in order to make the situation more easier for the patience, not make them worried about themselves, and helping them to be calm in the remedies. Such “restored” words are widely appearing in the language, so at the end of this section, we have discussed these words under the name of “**integro archaisms**”. The next archaic word “bod” was applied for the meaning “rheumatism”. Bod was originated from the Persian language, meaning edema, it is a common name for diseases such as joint pain (arthralgia), muscle pain (myalgia), sciatica, plexitis, radiculitis, and rheumatism. The last medical term is “**xapdori**”, which is used to express “pills”, which is a small round mass of solid medicine for swallowing whole.

Next type of archaic words are occupational archaisms. As the name indicates, they are old words related to jobs. For example, beekeepers were called as “**apiarians**” during the XVIII century. This words core is “apiar”, meaning “bee”. “**Balister**” meant an archer and bakers were called as “**baxters**”. Providing Uzbek examples, “**qozikalon**” was used for calling a man, who is appointed by the ruler in Muslim countries, acting as a judge on the basis of Sharia law, and the chairman of a Sharia court. “**Sayyod**” was used instead of “hunter”. From these examples, we can see that there are lots of archaic words in the system of occupational words.

Some of these professions still exist today but the word for them has changed; some (mason or boatswain, for example), are still in use but are included for their rich historical associations. Some of the vocations that did not survive still exist as surnames (Cooper, Stabler, etc).

Phytoarchaisms are the out dated names of herbs, plants and trees. Let‟s look through the examples. In the past the dandelions were called as **devilsmilk**. Pumpkin was named as **Pompion. Aromaticus** was used to express acorus calamus, sedge, calamus, sweet flag, sweet root, sweet rush, sweet cane, gladdon, sweet myrtle, myrtle grass, myrtle sedge, cinnamon sedge. The Sweet Sedge is a vigorous, reed-like, aquatic plant, flourishing in ditches, by the margins of lakes and streams and in marshy places generally, associated with reeds, bullrushes and bur-reed; esteemed as an aromatic stimulant and mild tonic. It's used to increase the appetite and benefit digestion. The term **arsmart** was replaced by water pepper (Polygonum hydropiper). It was so called as it would be laid in bed linen to repel fleas and would sting or make smart any bare flesh that came in contact with it. The juice was used against colds, swellings, and bruises.

The similar examples from the Uzbek language are as follows, Aloe Vera‟s old name was **Sabir** and chamomile was called as **Uqhuvon**. The noticeable part is that, among the phytoarchaisms, ther are synonymic features in the English contexts. For instance,

Zooarchaisms are the ancient names of animals and birds. For example: burgander-duck, cony-rabbit, in Uzbek language, samak-fish, qunfuz-hedgehog. In the table below, we provide archaic word list for the names of animals. (Table 1)

**Table 1. Concise list of Zooarchaisms**

| Modern English | Archaic English name | Archaic Uzbek name |
|---|---|---|
| **penguin** | Arse-feet | - |
| **giraffe** | camelopard | - |
| **duck** | burgander | - |
| **rabbit** | cony | - |
| **pismire** | ant | qarinjqa |
| **worm** | wyrm | xarotin |
| **hedgehog** | Urchin, hedgepig | qunfuz |
| **fish** | - | Samak |
| **quail** | - | sumono |
| **snake** | serpent | hayya |

We know that in the past the names of cities and countries were different. Their names were replaced by means of several factors, such as political and religious ones, resulting those old names become archaic. Below we have listed the examples (Table 2):

**Table 2. Concise list of Topoarchaisms**

| Modern name | Archaic name |
|---|---|
| **Aegyptus** | Egypt |
| **Albania** | Georgia, Azerbaijan |
| **Albion** | England |
| **Anatolia** | Turkey (east) |
| **Aquincum** | Budapest |
| **Arabia Felix** | Yemen |
| **Argentoratum** | Strasbourg |
| **Azania** | South Africa. |
| **Baetica** | Spain |
| **Berolinum** | Berlin |
| **Caledonia** | Scotland |
| **Cambria** | Wales |
| **Cantabria** | Cambridge |
| **Cantiacorum** | Canterbury |
| **Constantinopolis** | Istanbul |
| **Eblanda** | Dublin |
| **Glatia** | Turkey (central) |
| **Great Tartary** | Siberia. |
| **Hafnia** | Copenhagen |
| **Hibernia** | Ireland |
| **Hispania** | Spain |
| **Ilea Capitolina** | Jerusalem |
| **Indemburgus** | Edinburgh, Scotland. |
| **Lutetia** | Paris |
| **Mamucium** | Manchester |
| **Mauretania** | Morocco |
| **Muscovia** | Moscow. |
| **Oxonia** | Oxford |
| **Scythia** | Ukraine |

Such examples, exist not only in English language, but also, in Uzbek also. For example, the word “Chin-Mochin” was used to express “China” in most of the folklore poems and other literary works. The word “Farang” expressed France, whereas in some texts, it identified Europe.

Hydroarchaisms are the words of rivers and lakes, oceans that were out dated. for example, the river Danube was called with Donaw, Donwy, Donava, Donua, Donuavis. In Uzbek discourse, river Amudaryo was called with several names, such as Jayhun, Oksus, Ukuz, Amul and others. It is the longest river in Central Asia. the Greeks called it Ox. Among the locals, the river is known as Jayhun. Amudaryo was called Oxus or Oxos by Romans, Jaihun by the Arabs, and native people called it first by Oguz, Balkh, Vakhsh, and then by Amul.

Another hydroarchaism is Sirdaryo, which was also called by different names. Yahartes (Yaksart) is a name found in the works of ancient Greek historians and in medieval Western European sources. According to Pliny, the river was called “Laksat” (Yaksart) by the Bactrians and “Silis” by the Skifs.

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According to Claudius Ptolemy (2nd century BC), A Handbook of Geography, a large tribe called the Yaksart lived near the banks of the Yaksart River.

The orientalist I. Markvart interprets Yaksart's name in Pahlavi form as Yahsha arta - a real, pure pearl. The word Yakshagavhar is also found in the Chinese (Chinchukhe) and Turkish (Yinchyuoguz) names of the river. It is found in Arabic (Beruni's Mas'ud's Law) and Persian (Hudud ulalam) sources of the Islamic period in the form of Hashart.

Syrdarya is sometimes referred to as Tanais, in the Zoroastrian holy book Avesto, it is called as Danu, in the Runic (Turkish) inscriptions- Yenchuoguz, in Firdavsi's “Shahnama” and Hamdullah Qazvini‟s “Nuzhat ul- qulub”- Gulzarriyun. In many chronicles after the arrival of the Arabs, Sayhun, Hashart and Qanqar is mentioned in the works of Arab geographers Ibn Khurdadbeh (9th-10th centuries) and in the works of Beruni in the form of Hasart. At the same time, depending on where it flows, it is also called Obi Fergana (or Fergana River), Ozgan River, Obi Khojand (Khojand water), Nahr osh-Shosh (Shosh River), Banokat River.

The term Syrdarya first appears in the form of "Silis" in the work of the Roman historian Pliny (1st century AD). The word "Silis" or "Sir" is probably derived from the name of a tribe that lived around the river.

In conclusion, we have shown the explanation of three related terms: archaism, historism and anachronism, as they are closely associated with each other. Moreover, we have distinguished 6 semantic groups of archaic words in Uzbek and English languages, together with the examples. These archaisms show that as time passes, languages change. As new words replace archaisms, we forget words that we once used. Outdated language lives on in our most conservative areas of activity and that in itself gives it a special feeling.

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# Reflection of the views on scientific thought in the oriental spiritual heritage

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**Abstract**

This paper makes analyses of the reflection of the views on scientific thought in the oriental spiritual heritage. On this case, research has been pinpointed on both methodological and theoretical views of the scientific thought in the oriental spiritual heritage. In conclusion, research has been underlined with outcomes and shortcomings of the various analytical views of the analyses of the reflection of the views on scientific thought in the oriental spiritual heritage.

**Key Words:** reflection, views, thoughts, science, oriental, spiritual, heritage

## Introduction

It is necessary for a person to reflect on new knowledge about the world around him and the laws of its development, to comprehend, to form a corresponding behavioral and practical direction in different life situations. They arise as a result of mental conclusions, as a result of reflection with the help of a system of concepts. Innovation is a reality related to the introduction of scientific and technical innovations. This reality is inseparable from spiritual pursuits, because the objective laws of spiritual development require the pursuit of innovation and the enjoyment of it. Innovation, on the other hand, meets that need. Therefore, in this part of the work, the issues of scientific thinking in the spiritual heritage of the East are revealed. Such an approach is necessary for two tasks: first, philosophical research does not adequately cover the issues of scientific thinking, so at the current new stage of our national development there is a lack of personnel and specialists who can influence scientific and technological discoveries, modernization of the country. According to experts, Uzbekistan annually produces about 10,000 people with scientific and technical education, but 85-90% of household appliances and almost 100% of machinery are imported. No one can tell where our scientific and technical personnel are going. Second, the President of the Republic of Uzbekistan has set the main task of "ensuring innovative development", encouraging bold research in this area, but the scientific issues of innovative thinking remain.

At a time when the pragmatic philosophy and policy of President Sh.M. Mirziyoyev demand to focus scientific and technical discoveries on the practical problems of national development, our scientists, especially philosophers, were lagging behind in the study of innovation. The Decree of the President of the Republic of Uzbekistan "On the establishment of the Ministry of Innovative Development of the Republic of Uzbekistan" (November 29, 2017) calls to fill this gap, to conduct bold research. At the same time, it is important to make the study of scientific thinking in our spiritual heritage one of the main issues of research.

It has become a tradition today to study the spiritual heritage of the East from the Avesto. Indeed, the Avesto is not only the holy book of otashparasts, it deals with all issues related to the universe, natural processes and events, geographical features of countries, human cognition, in short, the relationship between man and the universe. Ahura Mazda recites his names to Zoroaster and says: "Another name is Knowledge, Another Way is Awareness."[1] Elsewhere Mazda says, "O Spitama Zoroaster, know and understand, Faithful Zarathustra, with my mind and knowledge, “What is the origin of the best world,” “What will be its end.”[1] Apparently, Ahura Mazda encourages Zoroaster to know and understand the essence, creation and

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end of the universe. Knowledge, Awareness is one of the honorable names of Ahura Mazda. He sings that with this quality of his he created the universe, the countries, the beings. He points out that he created goodness because of his knowledge.

Ahura Mazda says, "Truth is the greatest blessing." The search for this truth is also one of the tasks of scientific thinking. True, truth can be sought in two senses: the first is the search for real objects, things and events pertaining to the external world, and the second is the search for concepts of a subjective nature that one believes, imagines to exist. Both of them are found in the spiritual scientific heritage of the East. For example, Abu Nasr Farabi, Abu Rayhan Beruni, Ibn Sino, Ulugbek, Al-Fargani, Navoi, Mirza Abdulkadir Bedil, Ahmad Donish, Abay and twentieth-century enlighteners called on the Jadids to study the objective existence of scientific thinking, the problems of real life. They believed in the power of the human mind, supported rationality. The scholars of Zoroaster, Moni, Imam al-Bukhari, al-Termizi, and mysticism were proponents of theological and mystical thought. True, there were thinkers like Kubro and Naqshband who combined these two currents. Even Farobi, while on the road, expresses the idea that the universe was created by a “blessed creator,” that is, Allah [2]. But this does not deny that he was a proponent of scientific, rational knowledge of the laws of objective existence. His dualistic approach is reflected in the following thought: “Therefore, observe and discuss diligently, so that it may cause your soul to taste wisdom, the taste of knowledge, to arouse your love of truth, to direct your actions in a positive way, for, and you will understand what makes you happy. ” [2]

Many of the philosopher’s scientific ideas are calls to creativity, to create, to acquire a profession. The virtue of acquiring knowledge, the tendency to learn, in Farobi's view, is "not innate, otherwise there would be no absolute power and greatness in his intellectual virtue." If the virtue of a profession were innate, the kings would not have acted of their own free will, but the kingdom would have become a natural obligation which nature could only afford. Theoretical and great intellectual qualities, great innate qualities and great (professional) qualities are habits, in a person who has become a skill, these qualities are the cause of the formation of the will and the habituation. Such people are infinite and very strong in nature and will.” [2]

Having scientific thinking is not a blessing from God, it requires "strong nature and will" from the person, the owner of the mind. The "theoretical and great intellectual quality" is achieved through "diligence and zeal."[2] "Theoretical knowledge is taught either by teachers or wise men." Learning things of a practical nature, mastering a profession is not so difficult, but drawing theoretical conclusions from them, the formation of new ideas is a complex epistemological process. If we look around, we see that there are countless professions that people are engaged in, but not everyone is worried about improving their profession, bringing something new to it. Effective use of existing tools will undoubtedly provide efficiency, but updating the tools, improving them in accordance with the requirements of innovation, scientific and technical discoveries can increase productivity and efficiency by another ten, one hundred percent. The policy of humanization of scientific and technical discoveries, that is, the support of discoveries that meet the fundamental goals of man, has been implemented [3]. The training of young people capable of creating creative, innovative techniques required a new pedagogical technology, a model of education, without addressing this issue, the training of scientific and technical personnel would deepen the crisis. In this regard, the West has conducted exemplary research, established research centers and technical expertise institutions to study global crises. In 1945-2000, about 400 globally-minded universities and academies were opened in European countries, training highly educated scientific and technical personnel.

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# Developing resilience in times of emergencies among youths in cameroon

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**Abstract**

*The Anglophone crisis in 2016 and the outbreak of the COVID-19 global health emergency in March 2020, in Cameroon have tremendous effects on the entire population in Cameroon and the world at large. Both emergencies and its economic and social impacts have disrupted nearly all aspects of life for all groups in society especially the youths. People of different ages, however, are experiencing its effects in different ways. For young people and especially for vulnerable youth, the Anglophone crisis and COVID-19 crisis poses considerable risks in the fields of education, employment, mental health and disposable income. Moreover, while youth and future generations will shoulder much of the long-term economic and social consequences of the crisis, their well-being may be superseded by short-term economic and equity considerations. In this light, this paper focuses on developing resilience in times of emergencies among young people in Cameroon as well as creating resilient communities so as to avoid exacerbating intergenerational inequalities and to involve young people in building societal resilience. Governments need to anticipate the impact of mitigation and recovery measures across different age groups, by applying effective governance mechanisms and policies in order to help youths to be able to overcome and bounce back in times of emergencies. This paper, therefore addresses two emergency situation within the Cameroonian context (the Anglophone crisis and the COVID-19 pandemic) vis a vis its impact on education and health of youths. It continues by examining Resilience, risk reduction and sustainable development, building resilient communities in times of emergencies, technologies for building the resilience of communities and key policy messages.*

## Introduction

Young people are central to the demographic dividend and remain players in and advocates of social transformation and development in many spheres of life. The enormous benefits young people can contribute to can only be realized when their rights are protected and investments are made in their education, employment, health, empowerment and effective civil participation. Several initiatives on youth education and employment have been undertaken in Africa, but these need to be deepened in order to achieve the full potential of young people in contributing to poverty reduction and sustainable development especially in times of emergencies such as armed conflict and disease outbreak such as the covid-19 pandemic. The health and well-being of the planet‟s largest generation of youths will shape both the future of the world‟s health and the achievement of the United Nations‟ Sustainable Development Goals (SDGs) related to health, nutrition, education, gender equality, and food security. With the SDGs, comes a renewed and expanded focus on youth‟s health and well-being (Hashiguchi, 2018).

The outbreak of armed conflict in the two Anglophone regions (Northwest and Southwest) of Cameroon in November 2016 and the recent COVID-19 pandemic in March, 2020 is disrupting every aspect of people's lives especially the youths in an unprecedented manner. While many of its implications, such as confinement-related psychological distress and social distancing measures, affect all of society, different age groups experience these impacts in distinct ways. With the gradual transition of government responses from immediate crisis management to the implementation of recovery measures, several concerns are emerging, such as increasing levels of youth unemployment and the implications of rising debt for issues of intergenerational justice, as well as threats to the well-being of youth and future generations. With the

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outbreak of such emergencies in Cameroon, youths find it difficult to develop and realise their aspirations and goals especially as their education and health is at stake. In this light, this paper focuses on developing resilience in times of emergencies among youths in Cameroon.

**The context (impact of emergencies on the education and health of youths)**

Since October 2016, the Northwest and Southwest regions of Cameroon have been gripped by a devastating socio-political crisis. In the two years since it erupted, this crisis has evolved from a dispute between the Government and Anglophone lawyers‟ and teachers‟ unions over professional and labour rights claims, through a peaceful demand for state reforms that would resolve the „Anglophone problem‟, to a violent armed conflict between government forces and armed groups that claim to be fighting for the restoration of the independence of the territory of the Southwest and Northwest regions. A major new challenge arises in those regions at the end of 2017 when the socio-political crisis that had prevailed since 2016 has turned into an open armed conflict, generating large population displacements and acute humanitarian needs. According to OCHA Situation Report No. 2 (January 2019) insecurity and violence have forced more than 400,000 people to flee their homes, with serious consequences on livelihoods and living conditions. Around 351,000 IDPs and 372,000 people in the host community need water, sanitation and hygiene services. In addition, the violence has forced over 32,000 to seek refuge to neighboring Nigeria. Many of the conflict-hit population especially youths are suffering severe emotional stress. About 3,700 unaccompanied or separated children need urgent assistance and psycho-social care.

However, social cohesion, education system, health system, administrative and traditional authority, peace and security are shaken. Some responses are recorded so far. The scale of the needs, however, requires that the various actors make additional efforts. The lack of security and inaccessibility of certain areas are forcing the humanitarian community to carry out a very rough needs assessment. As a result, information on the actual situation is largely inadequate. Only with reference to Education, by 2019, it is expected that more people will move and that girls‟ and boys' enrolment will continue to decrease, with serious consequences for their development, not to mention the immediate risks of abuse, forced labor, etc.

The impacts of the afore mentioned problem to surrounding populations are quite enormous and negative in that; it has led to rural-urban migration thus overcrowded towns, overcrowded homes, poor access to health and education, high rate of school dropout among many children and youths, street children, increase crime wave, sexual promiscuity and, high rate of promiscuity/sexual violence, high crime wave, high rate of unemployment, spread of diseases, untold suffering, unnecessary killings etc. According to the UN Office for the Coordination of Humanitarian Affairs (OCHA), the majority of the displaced have fled into the bush with little to survive on. Others are hosted by local communities who are also grappling with adverse living conditions. Violence in the Northwest Region and Southwest Regions occurs almost on a daily basis, perpetuated by pitching armed separatists against Cameroonian government forces. The number of internally displaced persons as a result of the crisis in the North West and South West regions of Cameroon has increased according to the Centre for Human Rights and Democracy in Africa, CHRDA. In a detailed report released on Thursday December 20, 2018, the CHRDA indicated that there was an upsurge of internally displaced persons as well as burnt down settlements as a result of the persisting crisis (CHRDA, 2018). About 274,908 (and counting) are internally displaced in the North West region while 278,867 (and counting) are displaced in the South West making it a 74% increase from the last census, the CHRDA. Most English speaking Cameroonians have fled their regions (NW and SW) and have sought refuge in neighbouring regions, namely the West, Littoral a Western regions of the country. This makes a total number of 553,775 (and counting) (OCHA, 2019).

In addition to the above emergency and its impacts, on Tuesday, March 17th, 2020, Cameroon announced the temporal closure of schools in response to the corona virus pandemic, as a measure to curb its spread. Everything happened so fast that individuals and academic institutions had no time to set up mechanisms to transition into 100% online teaching/learning to continue the education process for the duration of the shutdown. The COVID-19 pandemic is disrupting every aspect of people's lives in an unprecedented manner. While many of its implications, such as confinement-related psychological distress

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and social distancing measures, affect all of society, different age groups experience these impacts in distinct ways. With the gradual transition of government responses from immediate crisis management to the implementation of recovery measures, several concerns are emerging, such as increasing levels of youth unemployment and the implications of rising debt for issues of intergenerational justice, as well as threats to the well-being of youth and future generations.

An inclusive response to and recovery from the crisis requires an integrated approach to public governance that anticipates the impact of response and recovery measures across different age cohorts. "Building better" requires decision makers to acknowledge generational divides and address them decisively in order to leave no one behind. Organisation of Economic Cooperation and Development evidence demonstrates that the pandemic has hit vulnerable groups disproportionally and is likely to exacerbate existing inequalities (OECD, 2020). For instance, young women and men already have less income at their disposal compared to previous young generations; they are 2.5 times more likely to be unemployed than people aged 25-64 (OECD, 2018) and less than half of young people (45%) across the OECD countries and its partner developing countries such as Cameroon express trust in government (Gallup, 2019). Intersecting identity factors, such as sex, gender, race, ethnicity, and intellectual or physical disability, and socio-economic disadvantage may exacerbate the vulnerability of young people (e.g. poor health, homeless youth, young people not in employment, education or training and young migrants). Governments must therefore seek to anticipate the impact of mitigation and recovery measures both within and across different age cohorts to avoid widening inequalities. Economic, education and health impacts of the COVID-19 pandemic have been asymmetric across age groups. Current evidence suggests that young people are less at-risk in terms of developing severe physical health symptoms linked to COVID-19 than older age cohorts (WHO, 2020). However, the disruption in their access to education and employment opportunities as a result of economic downturn is likely to put the young generation on a much more volatile trajectory in finding and maintaining quality jobs and income.

**Resilience, risk reduction and sustainable development**

Conceptually, resilience is usually associated with the idea of recovering from shocks. Some of the definitions of resilience emphasize stability and the return to an original state. In this case, important elements for the assessment of resilience are the threshold of disturbance that the system can sustain and still return to an original state, and the time that it takes. Other definitions emphasize the transformation and adaptation of a system to changing circumstances. A common element of the different definitions of resilience is the idea that recovery in a changing environment requires the capacity to withstand, absorb and adapt to shocks or shifting conditions (Folke, 2006). Building resilience is a common thread across global development frameworks such as the 2030 Agenda for Sustainable Development, the Addis Ababa Action Agenda,18 the Sendai Framework for Disaster Risk Reduction 2015-2030,19 the Paris Agreement,20 the Agenda for Humanity,21 and the New Urban Agenda.22 For example, the SDG 11 explicitly aims at increasing resilience of cities and human settlements, and several SDGs" targets are directly related to resilience, such as target 1.5 on building the resilience of the poor to reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters (see Table 1 below).

**Table 1: Targets related to risk and resilience in the Sustainable Development Goals**

| **Sustainable development goal** | **Targets related to risk and resilience** |
|---|---|
| Goal 1: Ending poverty in all its forms everywhere | Target 1.5: By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability. |
| Goal 3: Ensure healthy lives and promote well-being for all at all ages | Target 3d: Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks. |
| Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning | Target 4a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all. |

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| | |
|---|---|
| opportunities for all | |
| Goal 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation. | Target 9.1: Develop quality, reliable, sustainable and resilient infrastructure, including regional and trans-border infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.<br>Target 9.a: Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing states. |
| Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable | Target 11.c: Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials. |

***Source: (Morton, Pencheon & Squires, 2017).***

The several definitions of resilience and its importance in different global frameworks reflect the fact that resilience is a multidimensional outcome of development. The higher the level of development of people, communities, institutions, economic sectors or governments, the higher the potential resilience that they have against shocks. The term “potential” is used because the level of resilience is only revealed after the shock, and sometimes only in the long-term. Strategies for building resilience, therefore, could be like those to promote development, in its several dimensions, but with an emphasis on proactively preventing or minimizing the negative effects of shocks (ESCAP, 2012).

**Building resilient communities in times of emergencies**

A community is a useful unit for considering resilience because it puts at the centre of the analysis the people, who can act within their sphere of influence, while at the same time considering the social interrelations, economic activities, assets and infrastructure that are at their reach (IFRC, 2012). More so through sustainable livelihood activities such as farming, carpentry, mechanics, craft, fishing, animal rearing, blacksmithing and petty businesses such as trading, investment in life skills through traditional preparation strategies has been drawn from the firm belief that young people are agents of change with the potential of taking a leading role in socio-economic development of their communities as they transition from childhood to the world of work (Tchombe, 2011; Fomba, 2011; Asangha, 2015). The exact boundaries of communities are flexible and when considering small villages in remote areas, the community is more easily circumscribed geographically, economically and socially, as compared with people in a neighbourhood in a large city. Nevertheless, the focus on community resilience contrasts with a focus on the resilience of cities, regions or nations, and draws the attention to issues such as last-mile infrastructure, local governance, first responders, early warning, grassroots solutions and traditional, local and indigenous knowledge.

Considering the three dimensions of sustainable development, a resilient community is organized socially in a way that sufficiently empowers their people - women and men, girls and boys - to be better able to absorb and adapt to shocks (Table 2). It has the capacity to assess hazards and vulnerabilities, plan for contingency, integrate risk reduction into local development plans, promoting learning and capacity to replicate good practices (Kafle, 2012). It should be connected internally and externally, bringing together areas and sectors that had previously been disconnected, (Salvia & Quaranta, 2017). Linking with local government agencies and non-governmental organizations. It should also be organized, strengthening the sense of agency of individuals and organizations, increasing social cohesion, (Berno, 2017) involving women, the youth and vulnerable groups in decision making, increasing trust within the community, reducing the risk of conflicts, and having the ability to create local solutions in response to local problems (Barr &Wright, 2012).

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**Table 2: Elements of a resilient community**

| **5 Ps of the 2030 Agenda** | | **3 Dimensions of Sustainable Development** | **Components of a resilient community** | **SDGs** |
|---|---|---|---|---|
| Partnership | People | **Social:** sufficiently empower their people to be better able to absorb and adapt to shocks. | Knowledgeable and healthy; ability to assess, manage and monitor its risks; It can learn new skills and build on past experiences. | SDGs 1, 2, 3, 4, 10 |
| | | | Connected. It has relationships with external actors who provide a wider supportive environment, and supply goods and services when needed. | SDGs 16, 17 |
| | Peace | | Organized. It has the capacity to identify problems, establish priorities and act. Involve women, the youth and vulnerable groups in decision making. | SDGs 5, 16 |
| | Prosperity | **Economy:** has an economy that can adapt to changed circumstances and self-organize to continue functioning. | Increasing economic opportunity and diversification. Financial inclusion. | SDGs 8, 9 |
| | | | Increasing economic opportunity and diversification. Financial inclusion. | SDGs 6, 7, 9, 11 |
| | Planet | **Environment:** Able to carry out all its activities without harming the environment | Manage natural resources. Sustainable infrastructure and services, and sustainable production and consumption. | SDGs 12, 13, 14, 15 |

***Source: (IFRC, 2012).***

**Technology for building the resilience of communities**

The use of computers, tablets and smartphones, and the easy production of educational videos made available through the internet stimulate and support the development of e-learning and facilitate the access to relevant and timely knowledge and information, improving the capacity to cope to shocks. Mobile technologies can support in the process of building these capacities in innovative ways. For instance, mobile phones with video recording capabilities can be used to engage the community in producing mini-documentaries, disseminated via social media, showcasing ways that people in the community could build their own capacities to increase their sense of agency. These videos present and discuss the challenges faced by the community and possible solutions to increase social cohesion. They highlight the public services and formal and informal business available to the community to increase the awareness regarding the existing life-supporting systems (Ziervogel, Cowen & Ziniades, 2016). Mobile apps can also support the education efforts for building capacities to prepare, cope and recover from disasters. Digital games are an additional technological tool for building resilience. For example, the Extreme Event is an interactive role-playing game in which participants must build community resilience in the face of health adversities, by working together to make decisions and solve problems during an engaging, fast paced adversity simulation. Game-like programmes have also been used in computer simulation based training for emergency response (Pan, Su & Zhou, 2015).

**Key policy messages**

To build back better a better future for all generations, governments and international bodies should consider:

- Applying a youth and intergenerational lens in crisis response and recovery measures across the public administration.
- Updating national youth strategies in collaboration with youth stakeholders to translate political commitment into actionable programmes.

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- Partnering with national statistical offices and research institutes to gather disaggregated evidence on the impact of the crisis by age group to track inequalities and inform decision-making (in addition to other identity factors such as sex, educational and socio-economical background, and employment status).
- Anticipating the distributional effects of rulemaking and the allocation of public resources across different age cohorts by using impact assessments and creating or strengthening institutions to monitor the consequences on today"s young and future generations.
- Promoting age diversity in public consultations and state institutions to reflect the needs and concerns of different age cohorts in decision-making.
- Leveraging young people"s current mobilisation in mitigating the crisis through existing mechanisms, tools and platforms (e.g. the use of digital tools and data) to build resilience in societies against future shocks and disasters.
- Aligning short-term emergency responses with investments into long-term economic, social and environmental objectives to ensure the well-being of future generations.
- Providing targeted policies and services for the most vulnerable youth populations, including young people not in employment, education or training; young migrants; homeless youth; and young women, adolescents and children facing increased risks of domestic violence.

## Conclusion

Building resilience among young people helps them to gain skills for life that help them deal with, and manage challenging situations and circumstances that are unfortunately unavoidable in life. These can include managing unexpected change, going through transitions, dealing with daily hassles or a range of stressors. Resilience also helps young people to cope with unexpected traumatic events. The ability to deal with uncertainty, change and ambiguity are key skills. Learning skills for resilience during adolescence and early adulthood can make a real change to a young person"s outcomes and success in life.

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# Strategi islam dalam menghadapi ilmu pengetahuan dan teknologi

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**Abstract**

*Sains dan Teknologi atau biasa disebut IPTEK sebagaai satu kesatuan yang tidak bisa disepakati. Semua bentuk perubahan yang berlaku saat ini tidak jauh dari sains dan teknologi. Pesatnya perkembangan ilmu pengetahuan dan teknologi dalaam dekade ini tentu telah memberikan timbal balik kepada pengguna baik individu, komunitas, dan negara. Sedihnya dunia saat ini memiliki banyak hal yang didukung oleh luasnya peradaban barat. Salah satu penyebabnya adalah sains dan teknologi yang telah memberikan kesejahteraan dan kenyamanan masyarakat. Jika dilihat pengaruh sains dan teknologi tidak dapat dipisahkan dari kehidupan sosial. Pengaruh sains dan teknologi itu sendiri tidak selalu mengarah ke arah yang positif, tentu saja dalam penerapannya sains dan teknologi juga bisa mengarah ke arah yang negatif. Terutama di dunia Pendidikan, tentu saja mengambil dari Sains dan Teknologi baik dalam bahan ajar atau metode yang digunakan dalam Namun, tidak sedikit dari mereka yang memiliki perspektif yang sukses Pendidikan Islam tidak mampu bersaing dengan pesatnya kemajuan ilmu pengeetahuan dan teknologi. Pertanyaannya adalah, bagaimana pendidikan Islam berkontribusi pada pengembangan ilmu pengetahuan dan teknologi yang dalam perkembangannya selalu mencapai tingkat kemajuan? Bisakah pendidikan Islam diorientasikan melalui Sains dan Teknologi? Ini adalah tantangan terbesar di dunia pendidikan Islam saat ini. Karena itu, peran terbesar dalam masalah ini adalah Pendidikan Islam.*

## Introduction

Dalam era globalisasi saat ini banyak sekali inovasi dan penemuan dalam ilmu peengetahuan dan teknologi. Islam selaku agama yang berlaku abadi dan universal, mendorong penganutnya agar berprestasi sebaik mungkin dalam seluruh bidang kehidupan, termasuk salah satunya dalam pengembangan ilmu pengetahuan dan teknologi. Dorongan kepada kaum muslimin untuk mengembangkan iptek tersebut disertai bimbingan agar cara cara pengembangan tersebut berjalan dengan sebaik-baiknya dan pemanfaatannya dapat membawa rahmat. Banyak tantangan yang harus di hadapi dimasa mendatang, terkadang ilmu pengetahuan dan teknologi bertentangan dengan ajaran islam salah satu contoh nya tentang ilmu pengetahuan kloning. Ilmu kloning sebenarnya tidak haram jika dilakukan untuk menghasilkan kebaikan namun ada beberap ilmuan yang menyalah gunakan ilmu tersebut untuk menciptakan manusia.

Hal ini bertentangan dengan ajaran agama islam, seperti dikutip dari kitab umat islam yaitu Al-Qur‟an memberi gambaran tentang soal ini, bahwa ibu anak tersebut lebih cenderung ibu yang melahirkannya, hal ini dapat disimpulkan dari firman Allah Surat Al-Mujaadilah (58) ayat 2, yang artinya : "... Ibu-ibu mereka tidak lain hanyalah wanita yang melahirkan mereka ...". Dalam islam ilmu dan pengetahuan sangat penting untuk kehidupan sehari hari, pendidikan memuat 4 unsur yaitu; 1) menjaga dan memelihara fitrah anak menjelang baligh; 2) mengembangkan seluruh potensi dan kesiapan yang beragam; 3) mengarahkan seluruh fitrah dan potensi menuju kepada kelayakan dan kebaikan yang layak baginya; 4) proses dilaksanakan secara bertahap (al nahwawi dalam kaelani, 2018). Seiring berkembanganya jaman semakin maju pula ilmu dan pengetahuan tetapi banyak juga tantangan yang harus di hadapi maka dari itu kita harus memiliki strategi untuk ke depan nya. Strategi adalah pendekatan secara keseluruhan yang berkaitan dengan gagasan, perencanaan, daneksekusi, sebuah aktivitas dalam kurun waktu tertentu. Di dalam

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strategi yang baik terdapat kordinasi tim kerja, memiliki tema mengidentifikasi faktor pendukungnya sesuai dengan prinsip-prinsip pelaksanaan gagasan secara rasional, efesiensi dalam pendanaan dan memiliki taktik untuk mencapai tujuan secara efektif. Strategi menunjukkan arahan umum yang hendak ditempuh oleh organisasi untuk mencapai tujuannya. Salah satu strategi kearah peningkatan kualitas umat adalah dengan membenahi sistem pendidikan yang secara langsung berkaitan dengan pengembangan sumberdaya manusia berkualitas sesuai keperluan lokal, Nasional, regional, dan global. Ketersediaan sumberdaya manusia (human resources) atau SDM unggul yang mampu menjawab persaingan dan bekerja sama mewujudkan kebaikan untuk semua perjuangan umat dalam semua level dan segmen kehidupan. Dari latar belakang di dapatkan permasalahan problematika tentang perkembangan teknologi yang bertentangan dengan ajaran agama islam dan strategi dalam pendidikan islam tersebut.

**Metode Penelitian**

Menurut Kridalaksana (2001) Metode merupakan cara mendekati, menganalisis, dan menjelaskan suatu fenomena. Teknik Pengumpulan data yang digunakan pada penelitian ini yaitu teknik SBLC (teknik simak bebas libat cakap) yaitu teknik yang tidak melibatkan penulis dalam tuturan, artinya penulis tidak ikut serta dalam pembicaraan orang-orang yang berbicara (Sudaryanto, 1993)

**Hasil dan Pembahasan**

**Pengertian Ilmu Pengetahuan dan Teknologi (IPTEK)**

Pengertian ilmu pengetahuan dan teknologi terbagi menjadi 2 kalimat yaitu ilmu (science) merupakan suatu perkataan yang bermakna ganda,1 yang berarti mengandung lebih dari satu arti. Oleh karena itu, di dalam pemakaian kata ilmu seseorang seharusnya menjelaskan makna yang dimaksud.

Secara etimologi, istilah “ilmu” adalah sebagai arti dari kata science (bahasa Inggris), yang berarti pengetahuan. Kata ini berasal dari bahasa latin, scientia yang diturunkan dari kata scire yang berarti mengetahui (to know) dan belajar (to learn).2

Secara terminologi, pengertian ilmu sekurang-kurangnya mencakup tiga hal, yaitu pengetahuan, aktivitas, dan metode untuk mendapatkan pemahaman terhadap pengertian ilmu.3

Sementara itu, pengetahuan, menurut Jujun Surya Sumantri digolongkan menjadi tiga macam, yaitu etika (pengetahuan tentang baik dan buruk), estetika (pengetahuan tentang indah dan jelek), dan logika (pengetahuan tentang benar dan salah).4

Ilmu dan pengetahuan merupakan dua istilah yang tidak dapat dipisahkan, namun tidak selamanya bahwa pengetahuan itu sebagai ilmu, melainkan pengetahuan yang diperoleh dengan cara-cara tertentu berdasarkan kesepakatan para ilmuwan.

Ilmu sebagai pengetahuan (knowledge) adalah pengertian ilmu pada umumnya. Ilmu dikatakan sebagai aktivitas (activity) adalah serangkaian aktivitas atau kegiatan yang dilaksanakan manusia sebagaimana dikatakan oleh Charles Singer, ilmu adalah proses yang membuat pengetahuan. Istilah ilmu juga merupakan suatu metode untuk memperoleh pengetahuan yang objektif dan dapat diperiksa kebenarannya.5

Tiga aspek tersebut merupakan satu kesatuan yang menunjukkan satu pemahaman bahwa ilmu terbentuk oleh aktivitas (activity) manusia yang dilakukan dengan cara atau metode tertentu sehingga pada akhirnya menghasilkan suatu pengetahuan yang sistematis. Untuk mendapatkan pengetahuan yang sistematis, maka harus dilakukan oleh manusia yang mempunyai kemampuan rasional, melakukan aktivitas kognitif (berkaitan dengan pengetahuan) dan mempunyai tujuan keilmuan.

Ilmu adalah serangkaian aktivitas manusia yang rasional dan kognitif, dilakukan dengan beberapa metode berupa prosedur sehingga menghasilkan pengetahuan yang sistematis mengenai gejala-gejala alam, masyarakat, atau manusia dengan tujuan untuk mendapatkan kebenaran, pemahaman, memberikan

[1] The Liang Gie, Pengantar Filsafat Ilmu(Yogyakarta: Liberty, l997), hal. 35.
[2] Ibid., hal. 87.
[3] M. Dawam Rahardjo, Ensiklopedi al-Qur‟an: Tafsir Sosial Berdasarkan Konsep-konsep Kunci (Jakarta: Paramidana, l996), hal. 572.
[4] M. Thoyibi, Filsafat Ilmu dan Perkembangannya(Surakarta: Muhammadiyah University Press, l994), hal. 2.
[5] The Liang Gie, Ibid., hal. 86-88.

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penjelasan atau melakukan penerapan.6 Singkatnyaa, ilmu merupakan rangkaian aktivitas berpikir yang bersifat sistematis, objektif, bermetode agar menghasilkan pengetahuan yang objektif pula.

Sedangkan perngertian teknologi secara etimologis, kata teknologi berasal dari kata techne dan logos. Techne berarti serangkaian prinsip atau metode rasional yang berkaitan dengan pembuatan suatu objek atau kecakapan tertentu, sedangkan logosmengacu kepada kata logi yang mengacu kepada makna tata pikir.7

Secara terminologi, teknologi mempunyai arti kemampuan manusia (masyarakat) untuk memanfaatkan kekuatan-kekuatan alam guna kepentingan hidupnya. Dalam memanfaatkan kekuatan alam tersebut dilakukan dengan menciptakan alat-alat.8

Dari definisi di tersebut, dapat disimpulkan bahwa teknologi merupakan aplikasi dari kreativitas manusia berkaitan dengan alat dan bahan, serta diwujudkan dalam bentuk materi yang digunakan untuk membantu tercapainya kebutuhan manusia.

**Dampak IPTEK terhadap Pendidikan Islam**

Dampak dari perkembangan IPTEK mulai bermunculan, yang pada prinsipnya berkekuatan melemahkan daya mental spiritual. Permasalahan baru yang tampaknya harus segera dipecahkan oleh pendidikan Islam pada khususnya adalah dehumanisasi pendidikan dan netralisasi nilai-nilai agama. Terjadinya benturan antara nilai-nilai sekuler dengan absolutisme dari Tuhan. Akibat rentannya pola pikir manusia teknologis yang bersifat pragmatis-relativistismenuntut pendidikan Islam harus membuktikan kemampuannya dalam mengendalikan dan menangkal dampak negatif dari Iptek terhadap nilai-nilai etika keagamaan Islam serta nilai-nilai moral dalam kehidupan individual dan sosial.9

Perubahan dan perkembangan Iptek dengan beragam kemajuan yang dibawanya bersifat fasilitatif terhadap kehidupan manusia karena Iptek akan membawa dampak positif (positive)10 dan negatif (negative)11 Apabila kita bisa memanfaatkan teknologi dengan sebaik-baiknya, maka kita tidak akan terbawa arus dan hanyut ke dalam perkembangan Iptek. Namun, apabila kita tidak dapat memanfaatkan kecanggihan Iptek, maka kita akan terjerumus ke dalam dampak yang negative.

**Pendidikan Islam Berwawasan IPTEK**

Pada hakikatnya, ilmu pengetahuan dan teknologi merupakan hasil karya dari potensi akal manusia. Perkembangan Ilmu pengetahuan dan teknologi saat ini berlangsung sangat cepat dan mencakup semua sektor kehidupan manusia.

Sejalan dengan pesatnya perkembangan ilmu pengetahuan dan teknologi, pendidikan sebagai bagian dalam kebudayaan manusia tidak akan lepas dari berbagai tantangan. Adapun yang menjadi titik sentral problem modernisasi adalah standar kehidupan yang berpijak pada materialisme dan sekularisme.12 Hal ini mendorong manusia untuk memusatkan diri pada perkembangan ilmu pengetahuan dan informasinya sebagai sumber strategis dalam pembaharuan. Oleh karenanya tidak terpenuhinya kebutuhan ini akan menyebabkan

[6] Ibid., hal. 90-93.

[7] Tim Penyusun Fakultas Filsafat UGM, Filsafat Ilmu sebagai Dasar Pengembangan Ilmu Pengetahuan (Yogyakarta: Intan Pariwara, l997), hal. 95.

[8] Selo Sumardjan, “Teknologi dan Kebudayaan”, hal. 163.

[9] Hasbullah, Kapita Selekta Pendidikan Islam (Jakarta: Raja Grafindo Persada, 1996), hal. 13-15. Bandingkan dengan Muhammad Jufri dan Djuwariyah, “Dampak Teknologi Informasi terhadap Pendidikan Agama”, dalam, Jurnal Pendidikan IslamVol. 4, tahun III, Maret l998, hal. 19.

[10] Dampak positif dari kemajuan Iptek dalam bidang pendidikan, di antaranya, adanya sistem pembelajaran jarak jauh, perbaikan cara pembelajaran, penelusuran informasi dengan internet, pembelajaran dengan bantuan komputer, meningkatkan motivasi, dan pengelolaan administrasi. Hussein Badjerei, dalam Mansur Itsna, Diskursus Pendidikan Islam (Yogyakarta: Global Pustaka Utama, 2001), hal. 43. Bandingkan dengan, Chairil Anwar, Islam dan Tantangan Kemanusiaan Abad XXI(Yogyakarta: Pustaka Pelajar, 2000), hal. 12.

[11] Dampak negatif dari kemajuan Iptek dalam bidang pendidikan di antaranya kemerosotan moral, perubahan nilai, kejahatan dan tidak kriminal, sosial-ekonomi, psikologis, menurunnya motivasi dan prestasi belajar, berkurangnya jam belajar, berkurangnya jiwa sosial anak, dan berkurangnya minat membaca dan mengerjakan tugas-tugas lain karena lebih senang menonton berbagai acara hiburan. Lihat, Muhammad Jufri dan Djuwariyah, Ibid.,hal. 20-25

[12] Altaf Gauhar, Tantangan Islam(Terj. Anas Mahyudin) (Bandung: Pustaka, l982), hal. 340.

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depersonalisasi dan keterasingan oleh dunia modern.13

Untuk menghadapi berbagai tantangan dan dampak di atas, maka pendidikan Islam harus mampu untuk meminimalisir dampak negatif dari kemajuan Iptek, di antaranya dengan cara perbaikan kembali konsep dan sistem pendidikan yang ada. Konsep tersebut perlu disesuaikan dengan kehidupan modern; merumuskan kembali konsep sosial dan Ilmu Pengetahuan Alam; menyusun kembali kurikulum; dan para pendidik perlu dilatih kembali sehingga mereka mampu menanamkan nilai-nilai serta mengembangkan kemampuan intelektual dengan metode pengajaran yang efektif. Dengan demikian, pendidikan Islam akan menjadi pendidikan yang sejati.14

Chabib Thoha berpendapat, ada dua strategi pendidikan Islam dalam menghadapi kemajuan Iptek, yaitu strategi global dan strategi sektoral. Pertama, strategi global memiliki dua pendekatan, yakni pendekatan sistemik dan proses. Pendekatan sistemik dalam bidang pendidikan, yaitu diperlukannya keputusan politik, alasannya karena negara Indonesia sebagai negara kesatuan sehingga perlu disusun sistem nasional dalam berbagai bidang, misalnya sistem politik nasional, sistem ekonomi nasional, sistem demokrasi nasional, termasuk juga sistem pendidikan nasional. Di antara keputusan politik dalam pendekatan ini adalah masuknya pendidikan Islam dalam subsistem pendidikan nasional. Apabila semua kegiatan dan kelembagaan pendidikan Islam menempatkan dirinya di luar sistem pendidikan nasional, maka pendidikan akan termarjinalisasi dari peraturan politik nasional. Hal ini berarti pendidikan Islam akan kehilangan peluangnya untuk berpartisipasi aktif dalam pembangunan nasional. Pendekatan proses, artinya meningkatkan makna sistem pendidikan nasional melalui pendidikan yang berwawasan nilai. Adapun tujuan pendidikan yang berwawasan nilai adalah pendidikan yang sampai pada hakikat ilmu dan teknologi. Praktik pendidikan di Indonesia belum sampai pendidikan yang berwawasan nilai. Penekanannya sampai saat ini hanyalah berkisar pada pengenalan teori untuk masukan-masukan aspek kognitif taraf rendah. Dengan demikian, peserta didik belum dapat menempatkan diri sebagai subjek belajar. Kedua, strategi sektoral. Strategi ini bersifat temporal dan kondisional, maksudnya pendekatan-pendekatan yang ditawarkan tidak dapat diterapkan pada setiap kondisi dan waktu. Adapun pendekatan yang ditawarkan adalah islamisasi ilmuwan, islamisasi Iptek, dan penguasaan teknologi informasi dan komunikasi.15

Berdasarkan beberapa pendekatan di atas, maka yang menjadi titik tolak yang baik bagi pembaharuan sistem pendidikan Islam dan merupakan solusi agar pendidikan Islam dapat mengikuti modernisasi serta perkembangan ilmu pengetahuan dan teknologi adalah dengan tetap berpegang teguh pada kendali normative, yaitu al-Qur‟an dan al-Hadis. Oleh karena dalam pendidikan Islam ada dua tujuan yang harus dicapai, yaitu tujuan jangka panjang (kebahagiaan ukhrawiah) dan tujuan jangka pendek (kebahagiaan duniawiah).

Pendekatan ini juga sebagai reaksi terhadap maraknya suatu pendapat yang menyatakan bahwa sekitar abad ke-13 M sampai abad ke-19 M dari segi keagamaan. Pada saat itu Islam telah membeku (semi mati), dalam arti tetap berada dalam bentuk-bentuk yang telah diciptakan oleh para ulama, qadi (hakim agama), mujtahid, dan tokoh sufi pada masa-masa pembentukannya dan seandainya ada perubahan hanya menjurus pada kemunduran bukan kepada kemajuan.16

**Pengertian Pendidikan Islam**

Pendidikan merupakan suatu proses dalam rangka mendewasakan manusia. Oleh karena itu, pendidikan tidak terbatas pada ruang dan waktu. Pendidikan dapat terjadi kapan saja dan di mana saja, bahkan menurut pandangan Islam pendidikan dimulai sejak manusia berada dalam ayunan sampai manusia itu masuk ke liang lahat.

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[13] Daniel Bell, The Coming of Post Industrial Society (Basic Book Inc: Harper Coloption, l976), hal. 12.

[14] Ahmad Lemu, “Islamic Concept and Modern Society”, dalam M. Slamet Yahya, Makalah: disampaikan dalam diskusi rutin Dosen Tetap dan Dosen Tidak Tetap, Sekolah Tinggi Agama Islam Nahdlatul Ulama‟ Kebumen, Selasa 17 Januari 2006, hal. 7.

[15] Chabib Thoha, Kapita Selekta Pendidikan(yogyakarta: Pustaka Pelajar, l996), hal. 5-8

[16] H.A.R. Gibb, Modern Trends In Islam (New York, 1978), hal. 1. Ia menyatakan bahwa tidak ada gerakan atau tatanan pun mengenai keyakinan, pemikiran dan keinginan manusia, betapapun besarnya, yang tetap tidak mengalami perubahan selama lebih dari 6 abad.

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Namun demikian, apabila kita berbicara tentang pendidikan Islam, tidak dapat terlepas dari pembicaraan tentang pengertian pendidikan secara umum. Hal ini karena ada faktor keterkaitan (relation factor) antara pengertian pendidikan Islam dengan pendidikan secara umum. Dengan demikian, penulis memaparkan definisi pendidikan secara umum terlebih dahulu. Dalam memberikan definisi tentang pendidikan,17 para ahli berbeda pendapat sesuai dengan kerangka berpikir masing-masing, di antaranya adalah sebagai berikut :

1. Ahmad D. Marimba mengatakan bahwa pendidikan adalah bimbingan atau pimpinan secara sadar oleh si pendidik terhadap perkembangan jasmani dan ruhani si terdidik menuju terbentuknya kepribadian yang utama.18
2. Ki Hajar Dewantara menjelaskan pendidikan adalah usaha yang dilakukan dengan penuh keinsyafan yang ditujukan untuk keselamatan dan kebahagiaan manusia. Menurutnya, pendidikan berarti usaha berkebudayaan, berasas peradaban, yakni memajukan hidup agar mempertinggi derajat kemanusiaan.19
3. Soegarda Poerbakawatja menjelaskan pendidikan mencakup segala usaha dan perbuatan dari generasi tua untuk mengalihkan pengalamannya, pengetahuannya, kecakapannya, serta keterampilannya kepada generasi muda untuk melakukan fungsi hidupnya dalam pergaulan bersama sebaik-baiknya. Definisi ini sejalan dengan definisi yang dikemukakan Ki Hajar Dewantara.20

Dari beberapa definisi di atas dapat diambil kesimpulan bahwa pendidikan merupakan suatu aktivitas yang dilakukan dengan sengaja, seksama, terencana, dan bertujuan, yang dilaksanakan oleh orang dewasa dalam arti memiliki bekal ilmu pengetahuan dan keterampilan (profesional) menyampaikan kepada anak didik secara bertahap. Begitu juga apa yang diberikan kepada anak didik itu sedapat mungkin dapat menolong tugas dan perannya di masyarakat, di mana kelak ia hidup (termasuk untuk mempertinggi derajat kemanusiaan).

Pendidikan Islam sebagaimana dikatakan oleh Sayid Sabiq adalah suatu aktivitas yang mempunyai tujuan mempersiapkan anak didik dari segi jasmani, akal, dan ruhaninya sehingga nantinya mereka menjadi anggota masyarakat yang bermanfaat, baik bagi dirinya maupun umatnya (masyarakatnya).21

Omar Muhammad al-Toumy al-Syaibany mendefinisikan pendidikan Islam sebagai proses mengubah tingkah-laku yang terjadi pada diri individu maupun masyarakat.22 Dengan demikian, pendidikan merupakan sebuah proses, bukan aktivitas yang bersifat instant.

Dalam definisi lain, dikatakan bahwa pendidikan Islam adalah upaya menyeimbangkan, mendorong, serta mengajak manusia untuk lebih maju dengan berdasarkan nilai-nilai yang luhur dan kehidupan yang mulia sehingga terbentuk pribadi yang lebih sempurna, baik yang berkaitan dengan akal, perasaan, maupun perbuatan.

Sebagai suatu cabang ilmu pengetahuan pendidikan islam tentu memiliki landasan-landasan yang menjadi sumber antara lain: 23

1. Al-Qur‟an yang mana dalam kandungannya terdapat ajaran-ajaran pokok yang berhubungan

[17] Ada istilah-istilah lain yang menuju pada pengertian yang sama dengan pendidikan seperti Tarbiyah, Ta‟lim, Ta‟dib, dan Tahzib, namun dalam kesempatan ini penulis tidak akan mengurai tentang istilah-istilah tersebut. Penulis akan langsung menguraikan arti pendidikan secara terminologi. Lebih lanjut lihat, Abdurrahman Mas‟ud, Paradigma Pendidikan Islam (Semarang, IAIN Walisongo, 200l), hal. 57-64.

[18] Ahmad Tafsir, Ilmu Pendidikan dalam Perspektif Islam (Bandung: Remaja Rosda Karya, 1994), hal. 14-15.

[19] Ki Hajar Dewantara, Bagian Pertama Pendidikan(Yogyakarta: Majelis Luhur Persatuan Taman Siswa, 1962), hal. 166

[20] Soegarda Perbakawatja, Pendidikan dalam Alam Indonesia Merdeka (Jakarta: Gunung Agung, 1970), hal. 11. Hal ini sejalan juga dengan pengertian pendidikan menurut John Dewey, yaitu suatu aktivitas (proses) bimbingan tanpa akhir dan merupakan instrumen, wahana untuk pendemokrasian. Menurut Paulo Freire, pendidikan memiliki fungsi sebagai media dan instrumen pembebasan. Lihat, Paulo Freire, Pendidikan sebagai Praktek Pembebasan (Terj. Louis Nugroho) (Jakarta: Gramedia, 1984), hal. 4.

[21] Sayyid Sabiq, Islamuna (Beirut: Darul Kitab, TT), hal. 237.

[22] Omar Muhammad al-Toumy as-Syaibany, Falsafah Pendidikan Islam, terj. Hasan Langgulung (Jakarta: Bulan Bintang, 1979), hal. 134.

[23] Daradjat. Zakiah, Ilmu Pendidikan Islam ( Jakarta: Bumi Aksara, 2009),h. 19-22

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dengan segala aspek dalam kehidupan sehari-hari yang berhubungan dengan masalah iman atau yang disebut dengan akidah serta amal yang biasa disebut syariah.

2. As-sunnah yang merupakan sumber ajaran kedua setelah al-qur"an yang mana didalamnya juga mengatur segala bentuk dari akidah dan syariah.
3. Ijtihad pergantian dan perbedaan zaman terutama karena adanya kemajuan ilmu pengetahuan dan teknologi, telah menuntut ijtihad dalam bentuk penelitian dan pengkajian kembali prinsip ajaran islam.

Sebagai bagian dari komponen kegiatan pendidikan, pendidikan islam bertugas mempertahankan, menanamkan, dan mengembangkan kelangsungan berfungsinya nilai-nilai islam yang bersumber dari alqur"an dan hadist.24 Maka hendaknya pendidikan mencakup segala bentuk pengembangan seluruh aspek fitrah peserta didik, aspek spiritual, imajinasi, intelektual, fisik, ilmiah, dan bangsa. Sedangkan mengenai fungsi pendidikan islam dapat berupa alat untuk memelihara, memperluas, dan menghubungkan tingkat kebudayaan, tradisi, dan sosial. Pendidikan islam juga sebagai alat untuk mengadakan perubahan perkembangan dan inovasi.25 Apabila kita melihat fungsi dari tujuan pendidikan Islam itu sendiri tentu dalam konteks tersebut pendidikan Islam menjadi bagian yang sangat berperan penting. Maka perlunya reformasi pendidikan khususnya pada pendidikan Islam yang mana dalam hal ini bukan hanya sebagai pelengkap dari mata pelajaran saja akan tetapi, dalam reformasinya pendidikan Islam harus menjadi bagian dari kompenen terpenting dalam dunia pendidikan.

Uraian tentang pengertian pendidikan dan pendidikan Islam di atas memberikan gambaran bahwa pendidikan merupakan suatu proses penyiapan generasi muda untuk menjalankan kehidupan dan memenuhi tujuan hidupnya secara lebih efektif dan efisien.26 Di samping itu, keduanya sama-sama bertujuan membentuk manusia yang pada akhirnya, di samping mempunyai kualitas yang tinggi secara individual atau personal (kesalehan individual),27 juga mempunyai kualitas yang tinggi secara impersonal atau sosial (kesalehan sosial).

**Eksitensi Pendidikan Islam Dalam Menghadapi Perkembangan IPTEK**

Suatu masyarakat atau bangsa tidak akan memiliki keunggulan dan kemampuan daya saing yang tinggi, bila ia tidak mengambil dan mengembangkan Ilmu pengetahuan dan Teknologi, hal ini bisa dimengerti apabila setiap bangsa sekarang ini, berlomba-lomba serta bersaing secara ketat dalam penguasaan dan pengembangan iptek. Islam datang kedalam dunia yang sudah sangat beradab, sebuah dunia dimana Babel, Firaun, Yunani, Romawi, Bizantium, Achaemenian dan Sasanian yang berprestasi dibidang matematika, asronomi, kedokteran dan teknik sudah berjalan dan sangat besar.28

Strategi yang dijalankan pendidikan Islam dalam menghadapi tantangan modernisasi, perkembangan ilmu pengetahuan dan teknologi ialah:

1. Motivasi kreatifitas anak didik kearah pengembangan iptek itu sendiri dimana nilai-nilai Islam menjadi sumber acuan.
2. Mendidik ketrampilan,memanfaatkan produk iptek
3. Menciptakan jalinan yang kuat antara agama dan iptek dan hubungan yang akrab dengan para ilmuan, yang memegang otoritas iptek dalam bidang masing-masing.
4. Menanamkan sikap dan wawasan yang luas terhadap masa depan umat manusia melalui kemampuan menginterpretasikan ajaran agama.29

[24] Arifin Muzayyin, Filsafat Pendidikan Islam,(Jakarta:Bumi Aksara, 2003),h. 110
[25] Samsul Nizar, Filsafat Pendidikan Islam Pendekatan Historis, Teoritis, dan Praktis, (Jakarta:Ciputat Pers, 2002),h. 34
[26] Hal ini sebagaimana yang dikatakan oleh Azyumardi Azra dalam Esai-Esai Intelektual Muslim dan Pendidikan Islam, hal. 3 dan Pendidikan Islam: Tradisi dan Modernisasi Menuju Milenium Baru (Jakarta: Logos Wacana Ilmu, 1998), hal. 3
[27] Lihat, Abdul Munir Mulkhan, Nalar Spiritual Pendidikan(Yogyakarta: Tiara Wacana, 2002), hal. l0
[28] "Pemanfaatan Teknologi Informasi Dalam Peningkatan Mutu Pendidikan Islam Di Madrasah." Mudarrisa: Jurnal Kajian Pendidikan Islam Vol. 6 , no. 1 ( Juni 2014) dalam https://mudarrisa.iainsalatiga.ac.id/index.php/mudarrisa/article/view/758
[29] Ibid,hal :13

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Jadi kesanalah pendidikan Islam seharusnya diarahkan, agar pendidikan Islam tidak hanyut terbawa arus modernisasi dan kemajuan iptek. Guru berperan sebagai penyaji informasi, pemberi contoh/teladan ,serta sumber nilai yang melekat dalam pribadinya. Sedangkan peserta didik menerima informasi dan merespon mempolakan pribadinya untuk menerima nilai-nilai kebenaran sesuai dengan kepribadian guru tersebut. Strategi inilah yang sesuai untuk pembelajaran nilai keTuhanan dan kemanusiaan, dimana dijabarkan didalam beberapa pendekatan pembelajaran yakni:

1. Pendekatan pengalaman, yakni memberikan pengalaman keagamaan kepada peserta didik dalam rangka menanamkan nilai-nilai keagamaan.
2. Pendekatan pembiasaan yakni memberi kesempatan kepada peserta didik untuk sesantiasa mengamalkan ajaran agamanya / akhlaqul karimah
3. Pendekatan emosional yakni usaha untuk menggugah perasaan dan emosi peserta didik dalam meyakini, memahami dan menghayati akidah Islam serta member motivasi agar peserta didik ikhlas mengamalkan ajaran agamanya .khususnya yang berkaitan dengan akhlakul karimah.
4. Pendektan rasional, yakni usaha untuk memberikan peranan kepada rasio (akal) dalam memahami dan menerima kebenaran ajaran agama.
5. Pendekatan fungsional, usaha menyajikan ajaran agam Islam dengan menekankan kepada segi kemanfaatanya bagi peserta didik dalam kehidupan sehari-hari sesuai dengan tingkat perkembanganya.
6. Pendekatan keteladanan yakni menyuguhkan keteladanan, baik yang langsung melalui penciptaan kondisi pergaulan yang akrab antara personal sekolah, prilaku pendidik dan tenaga kependidikan lain yang mencerminkan akhlak terpuji, maupun yang tidak langsung melalui suguhan ilustrasi berupa kisah-kisah keteladanan.30

Sayyed Hossein Nasr dalam bukunya “ Islam and the Challenge of the 21 Century” (1993) mengemukakan sejumlah tantangan yang dihadapi oleh dunia pendidikan pada abad 21 yaitu (1) krisis lingkungan, (2) tatanan global (3) post modernism, (4) sekularisasi kehidupan, (5) krisis ilmu pengetahuan dan teknologi (6) penetrasi nilai-nilai non islam, (7) citra islam , (8) sikap terhadap kebudayaan orang lain, (9) feminisme, (10) hak asasi manusia, dan (11) tantangan internal.31

Jadi dalam hal ini perkembangan pendidikan Islam tidak dapat ditangani secara setengah-setengah, tetapi memerlukan pemikiran pengembangan yang utuh sebagai konsekuensi dari identitasnya sebagai sekolah umum yang bercirikan Islam. Dalam menghadapi perkembangan iptek perlu dikembangkan kebijakan yang menekankan pada peningkatan kualitas SDM. Menurut wardiman (1994) manusia yang berkualitas itu setidak-tidaknya mempunyai dua kompetensi yaitu kompetensi bidang imtaq (iman dan taqwa) dan iptek (ilmu pengetahuan dan tenologi).32

Pesatnya perkembangan IPTEK di era globalisasi, pendidikan Islam harus bisa menyiapkan generasi bangsa yang siap bersaing dan memiliki cara berpikir secara komprehensif yang senantiasa dijiwai nilai-nilai agama yang konsisten (teologishumanistik) dalam rangka mengantisipasi pengaruh perkembangan IPTEK yang berdampak kurang baik terhadap moralitas dan kemunduran per adaban bangsa.33 Hal itu diperlukan adanya 1) Kecerdasan intelektual, yaitu kecerdasan yang dikaitkan dengan kecerdasan otak. 2) Kecerdasan emosional merupakan kemampuan untuk memotivasi diri sendiri, yang membuat seseorang dapat bertahan dalam menghadapi frustasi, dapat mengendalikan dorongan hati dan menjaga beban setres. 3) Kecerdasan spiritual merupakan pikiran terilhami, sebagai pengetahuan akan kebenaran yang paling dalam, kecerdasan ini mampu membuat orang hidup lebih toleran, terbuka, jujur dan berlaku adil.

[30] Muhaimin. Arah baru pengembangan pendidikan islam, hal: 94
[31] Ibid,197
[32] Wardiman Joyonegoro, Potensi serta peran pendidikan dan pengajaran pondok pesantren dalam system pendidikan nasional,” Makalah ,disajikan pada musyawarah nasional IV RMI di PP Ash-shiddiqoyah, 1 February 1994.
[33] Zainal Mustakim,"Pendidikan Islam, Globalisasi Teknologi Informasi, dan Moralitas Agama." FORUM TARBIYAH Vol. 11, no. 1 ( Juni 2013) dalam http://e-journal.iainpekalongan. ac.id/index.php/forumtarbiyah/article/view/460

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**Integritas pendidikan Islam terhadap IPTEK**

Dalam tantangan nya dunia pendidikan banyak dihadapi dengan berbagai persoalan yang berkaitan dengan IPTEK tak terlepas pada pendidikan Islam pula. Pertanyaannya bagaiman pendidikan Islam mampu berkontribusi dalam perkembangan IPTEK yang semakin hari semakin mengalami perkembangan. Sebagaimana yang disebutkan dalam karangan buku yang berjudul Kapita Selekta Pendidikan yang dirangkum oleh Habibie mengatakan bahwa terdapat lima prinsip yang harus dilakukan guna mencapai IPTEK yakni : 34

a) Melakukan Pendidikan dan pelatihan sumber daya manusia (SDM) dalam bidang IPTEK yang relevan dengan pembangunan bangsa.
b) Mengembangkan konsep masyarakat tekhnologi dan industry serta melakukan usaha yang serius dalam merealisasikan konsep tersebut.
c) Adanya transfer, aplikasi dan pengembangan lebih jauh dari tekhnologi yang diarahkan pada pemecahan permasalahan yang nyata.
d) Kemandirian tekhnologi, tanpa harus bergantung ke luar negeri.
e) Perlu adanya perlindungan terhadap tekhnologi yang dikembangkan di dalam negeri hingga mampu bersaing di arena Internasional.

Maka pendidikan Islam harus mampu menyeimbangkan konsep pembelajaran dengan IPTEK yang diberlakukan. Banyak orang yang beranggapan bahwasannya pendidikan Islam hanya akan menghambat kemajuan IPTEK pada suatu lembaga. Mengapa sebagian orang beranggapan demikian, karena mereka hanya memahmi bahwa pendidikan Islam yang selama ini mereka pelajari hanya bersifat materi dan praktik saja. Lantas Ilmu pengetahuan tersebut tidak mendukung perkembangan IPTEK. Padahal pendidikan Islam bukan sebagai alasan penghambat kemajuan Ilmu Pengetahuan dan Tekhnologi, juga tidak anti terhadap barang-barang produk tekhnologi baik yang terdapat pada masa lampau, sekarang dan yang akan datang.

Selain itu, Pendidikan Islam juga harus mampu menahkodai dampak negative dari IPTEK khususnya terhadap nilai-nilai etika, serta moral dalam kehidupan bermasyarakat. Untuk itu pendidikan Islam harus mampu menghadapi berbagai tantangan serta dampak yang di timbulkan dari kemajuan ilmu pengetahuan dan tekhnologi dengan cara perbaikan kembali konsepsi dan sistemasi pendidikan yang ada. Yang mana konsep tersebut harus disetarakan dengan kehidupan modern, berumuskan kembali konsep sosial dan ilmu pengetahuan alam, menyusun kembali kurikulum serta mengadakan pelatihan para pendidik sehingga mereka mampu menerapkan serta menanamkan nilai-nilai intelektual dengan menggunakan metode-metode pengajaran yang efektif dan efisien.

Sebagaimana yang dikatakan Chabib Thoha yang berpendapat dua strategi pendidikan islam dalam menghadapi kemajuan IPTEK, yaitu strategi global dan strategi sektoral. Strategi global mencakup dua pendekatan: sistematik dan proses. Pendekatan sistematik dalam bidang pendidikan memerlukan keputusan politik karena Negara Indonesia sebagai Negara kesatuan sehingga perlu disusun sistem nasional dalam berbagai bidang. Sedangkan pendekatan proses sebagai peningkatan sistem pendidikan nasional melalui pendidikan yang berwawasan nilai, maksud dari pendidikan yang berwawasan nilai adalah pendidikan yang sampai pada hakikat ilmu dan tekhnologi. Sedangkan strategi sektoral sendiri bersifat temporal dan kondisional dengan maksud pendekatan yang ditawarkan tidak mampu diimplementasikan pada setiap kondisi dan waktu. 35

Demikian gambaran singkat mengenai strategi Islam dalam menghadapi ilmu pengetahuan dan teknologi (IPTEK). Menurut penulis, semua ini terjadi karena prinsip-prinsip serta nilai-nilai yang ada dalam agama Islam itu bukan hanya berlaku untuk satu masa tertentu dan untuk satu golongan tertentu pula, tetapi berlaku untuk sepanjang jaman dan untuk semua umat manusia (rahmatan lil „alamiin)

**Penutupan**

Berdasarkan uraian di atas, dalam membuktikan partisipasi pendidikan Islam dalam konteks budaya global, strategi yang perlu ditempuh. Pertama, melaksanakan inisisai dan inovasi kelembagaan pendidikan

[34] Abbudin Nata, Kapita Selekta Pendidikan,(Bandung: aksara, 2003)
[35] Chabib Thoha, Kapita Selekta dan Pendidikan, (Yogyakarta: Pustaka Pelajar, 1996),h. 5-8

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Islam secara sistemik, total dan mendasar. Kedua, meningkatkan kualitas akademik (pengajaran, penelitian dan pengabdian). Ketiga, meningkatkan relevansi pendidikan Islam dengan kebutuhan internal dan eksternal. Keempat, meningkatkan peranan dalam percaturan internasional. Di samping itu, dalam konteks budaya global, pendidikan Islam perlu dikelola dengan melihat peluang dan kondisi riil yang harus dihadapi. Eksistensi pendidikan Islam yang berlandaskan pada teori input-output analysis perlu diganti dengan teori proses konteks analisis. Hal ini didasarkan pada dinamika manusia sebagai pelaku pendidikan Islam dalam dunia global.

Pendidikan Islam harus bersikap mengarahkan dan mengendalikan perkembangan ilmu pengetahuan dan teknologi sehingga tetap berpijak pada sumber agama Islam, yaitu al-Quran dan al-Hadis. Ada dua strategi yang ditawarkan dalam pendidikan Islam, yaitu strategi global dan strategi sektoral. Dalam strategi global, ada dua pendekatan, yakni pendekatan sistemik dan pendekatan proses. Dalam strategi sektoral ada tiga pendekatan penguasaan teknologi informasi dan komunikasi.

Dengan strategi dan pendekatan di atas, diharapkan pendidikan Islam dapat memproduk para ilmuwan Muslim yang mampu menguasai dan menciptakan Iptek yang berpijak pada nilai-nilai islami serta berorientasi kepada kesejahteraan dunia dan akhirat.

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# Results of a study to determine the lethal doses (ld100 and ld50) of s. typhimurium in experiments on laying chickens

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**Abstract**

*In laboratory experiments carried out on 12 day old chickens, the 100% lethal dose (LD100) was established in the amount of 600 million microbial bodies - S. typhimurium. Thus LD50 (killing 50% of chickens) amounted to 400 million Salmonella. The duration of the incubation period in the hyperacute course of experimental salmonellosis of chickens (5 heads) was 6 to 10 hours. Clinical signs and pathological changes characteristic of this disease were not observed. They died 8-12 hours after infection. The incubation period in acute course lasted from 10 hours to 14 hours. In two sick chickens, clinical signs of the disease began to appear after 16 hours, in four more - after 20-24 hours after infection. As a result of bacteriological examination of pathological material (parenchymal organs, tubular bone) of chickens with salmonellosis, cultures of S. typhimurium with all cultural, morphological, biochemical and tinctorial properties were re-isolated.*

**Key words.** *Poultry farming, S. enteritides, S. typhimurium, Laying chickens, Toxicoinfection, LD100, LD50, Nutrient medium, Microbial bodies.*

## Introduction

Poultry farming is one of the most important branches of domestic animal husbandry, designed to meet the growing needs of the population in high-value and dietary products - poultry meat and eggs. In recent years, Uzbekistan has seen a stable development of the poultry industry, increasing the number of poultry. According to statistics, at the end of 2019, the number of poultry in the Republic reached 83.774 million heads, and the production of eggs was more than 8 billion, which is much more than in previous years. However, infectious diseases are a significant obstacle to the successful development of poultry farming, including salmonellosis, which is caused by S. *enteritides* and S. *typhimurium*.

Salmonellosis is widespread in all branches of industrial and non-industrial poultry farming. The greatest damage from illness and salmonella is observed in poultry farming of chickens, ducks, geese and blue-breeding. Outbreaks have become more frequent at breeding and keeping sites for pheasants, turkeys, quails and other birds.

Salmonellosis causes significant economic damage to the poultry industry, which consists of mortality, decreased meat productivity, egg production, and the cost of medical and preventive and recreational activities. In chickens, salmonellosis is acute, causing the death of up to 70-80% of young animals in some farms. Sick chickens and chickens that have recovered for a long time remain bacterial carriers and excretors of the pathogen. They serve not only as a source of the causative agent of infection for birds, animals, rodents, but often the cause of mass toxic infections in humans. Salmonella-seeded eggs and poultry meat are the main causes of foodborne toxic infections in humans. According to numerous scientists, toxic infections and salmonella etiology are common in almost all countries of the world, which is primarily due to the increase in the infection of domestic animals and birds with Salmonella (1-6).

All this predetermined the conduct of research in experiments on the laying chicken direction to determine the lethal doses of S. typhimurium.

**Material and research methods**. The pathogenic properties of the isolated bacteria Salmonella typhimurium were studied on 36 chickens of 12 days of age. They were divided into 6 groups of 6 heads each. Of these, the first 4 groups were experimental, and the 5th and 6th groups served as control. The first group of chickens was infected by introducing a bacterial suspension into the abdominal cavity at a dose of 800 million microbial bodies. The second, third and fourth groups of chickens were also infected with S. typhimurium in doses of 600, 400 and 200 million microbial bodies, respectively. The chickens of the 5th

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group were injected with 0.5 ml of sterile saline into the abdominal cavity, and the chickens of the 6th group were not injected with anything, they also served as a control as the 5th group.

Generally accepted methods were used for clinical and pathological studies. In a clinical study, the general physiological state was determined: appetite, activity, condition of the outer integument, mucous membranes, body temperature, respiration and pulse.

The dead chickens from the experimental groups were subjected to pathological anatomical, and their internal organs were subjected to bacteriological studies. At the same time, inoculations were done on MPB, MPKA, Endo and Ploskarev media, 2-3 tubes from each sample of dead chickens and incubated in a thermostat at 370-380C, pH 7, 4-7.5. Simultaneously with the inoculation of samples on nutrient media, smears-prints were made from each sample of the internal organs of the dead chickens and they were stained according to Gram or Romanovsky-Giemsa. The morphology of bacteria was studied under a microscope. To identify the re-isolated bacteria, Bergi (1980) bacterial determinant was used.

When studying the biochemical properties of the Salmonella culture in the inoculum, the formation of indole, hydrogen sulfide, gelatin dilution, urea breakdown, milk coagulation, growth on Simmons citrate medium, as well as reactions with methylroth were determined.

Research results. The scheme of the experiment on the study of lethal doses of S. *typhimurium* in laying chickens are presented in Table 1.

Table 1

**Lethal doses of S. typhimurium in laying chickens**

| Group names | Number of chicks | Doses of administration (in million.) | Exploration time (in hours) | | | | | | | | | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 24 | | 48 | | 72 | | 96 | | 120 | | D | L |
| | | | Exploration results | | | | | | | | | | | |
| | | | D | L | D | L | D | D | L | L | D | L | | |
| Experienced | 6 | 800 | 3 | 3 | 1 | 2 | 1 | 1 | 1 | - | - | - | 6 | - |
| Experienced | 6 | 600 | 2 | 4 | 1 | 3 | 1 | 2 | 1 | 1 | 1 | - | 6 | - |
| Experienced | 6 | 400 | 2 | 4 | 1 | 3 | - | 3 | - | 3 | - | 3 | 3 | 3 |
| Experienced | 6 | 200 | 1 | 5 | - | 5 | 1 | 4 | - | 4 | - | 4 | 2 | 4 |
| Control | 6 | Phys/s. | - | 6 | - | 6 | - | 6 | - | 6 | - | 6 | - | 6 |
| Control. | 6 | - | - | 6 | - | 6 | - | 6 | - | 6 | - | 6 | - | 6 |

From the data in the table, it can be seen that in the first group of experimental chickens infected with S. *typhimurium* at a dose of 800 million microbial bodies into the abdominal cavity, 3 heads died a day after injection, after 2, 3, 4 days, one head remained alive. The same result was obtained in the second group of chickens infected with a dose of 600 million microbial bodies, but with the difference that, firstly, two heads died from salmonellosis a day later, and not three as in the first group, and secondly, after 2, 3, 4 and 5 days, one head. Consequently, in the second group, all infected chickens also died, but after 5 days, i.e. one day later. At the same time, in both groups, a 100 percent mortality was revealed (lethal doses of LD100), but since the second group consumed comparatively smaller doses of Salmonella, we consider that LD100 is equal to 600 million microbial cells.

In the third group of chickens infected at a dose of 400 million microbial bodies, two heads died one day after injection, two days later one head, after 3, 4 and 5 days and the next 15 days, 3 heads from this group remained alive, as well as control chickens. (5th 6th group) groups. Consequently, in our experiments it was found that when infected with Salmonella (S. typhimurium) at a dose of 400 million microbial bodies into the abdominal cavity, exactly 50% of the chickens fell ill and died. Thus, in our experiments, Salmonella in a dose of 400 million microbial cells kills 50% of the chickens, which means that this dose is a lethal dose - LD50. In the fourth group of chickens infected with a dose of 200 million microbial bodies one day after the introduction of a pala one head, three days later also one head, after 4 and 5 days and the next 15 days 4 heads from this group remained alive. only two heads out of six, accounting for 33.3%. The remaining alive

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4 heads and control chickens were monitored for another 15 days.

The duration of the incubation period in the hyperacute course of experimental salmonellosis of chickens (5 heads) was 6 to 10 hours. Clinical signs and pathological changes characteristic of this disease were not observed in them. They died 8-12 hours after infection. The incubation period in the acute course lasted from 10 hours to 14 hours. In sick chickens, clinical signs of the disease began to appear 16 hours later in two, in two more after 20 hours, in three more, 24 hours after infection. At the same time, at the onset of the disease, the infected chickens developed an increase in temperature to 42.5-43.00C, depression, drowsiness (photo 1) and intestinal upset. The stool was thin, slimy, often white, sometimes brownish-green with an admixture of blood. In almost all cases, the fluff around the anus stuck together with liquid stool, clogging the cloaca. In sick chickens, a decrease in appetite, ruffled plumage, and increased respiration were noted; they became lethargic, often squeaked, with lowered wings, with half-open eyes. The main and typical symptom in the acute course of salmonellosis in chickens is the presence of diarrhea. The feces are initially liquid, with gas bubbles, around the cloaca are almost always stained with liquid feces (photo 2).

In chickens that died from experimental acute salmonellosis, the main characteristic pathoanatomical changes in the small and large parts of the intestine were found. In the lumen of the small intestine, accumulations of mucus and gases were detected. Mucous membrane was swollen, hyperemic; in some areas, small punctate hemorrhages were noted.


Photo 1: The chicks come together and their wings are down.


Photo 2. Lethargy, drowsiness, disheveledness, diarrhea, manifested by contamination of the perimeter of the cloaca with feces.


Photo 3. Enlargement of the liver with foci of gray-white necrosis.

In the large part of the intestine, the mucous membrane was covered with a plaque, in some places there were erosions. The accumulation of caseous masses in the cecum was often noted. In most cases, the spleen was enlarged, swollen; an increased blood filling of the pulp can be detected on the incision. The liver is enlarged, brownish-brown in color, with a greenish tinge. Under the capsule and in the thickness of the liver parenchyma, small foci of necrosis of a light gray and whitish color with a yellow tint are often found. Such necrotic nodules were found in the heart muscle and lungs. The mucous membrane of the gallbladder is also swollen and hyperemic.

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When making a diagnosis in their studies, the main emphasis was placed on the bacteriological method based on the isolation and identification of the pathogen, which, in our opinion, is the most reliable and basic in salmonellosis. Clinical and pathological changes characteristic of salmonellosis in our studies served for making a preliminary diagnosis. At the same time, studies were carried out to isolate pathogen, its cultivation on differential media, studied tinctorial properties, pathogenicity. Re-isolated Salmonella cultures were identified with monoreceptor diagnostic sera.

Fresh corpses of chickens served as pathological material for bacteriological research. Inoculations from the blood of the heart, liver, bile and bone marrow (more of the tibia and femur) of the corpses were carried out on MPB, MPA, Endo medium, which were incubated in a thermostat for 18-20 hours at a temperature of 36-38oC. Ovary, oviducts, testes, heart, and kidneys were also used as samples for diagnostic cultivation. Since in diseases caused by pathogenic salmonella colonization of the intestine occurs, intestinal tissue samples were taken with the contents for the isolation of salmonella. Differential diagnostic, elective (Endo and Levin), and selective (Ploskireva and bismuth-sulfite agar) media were also used for cultivation.

Identification of the isolated pathogen, which has a typical growth for Salmonella on Endo, Levin, Ploskirev and other differential media, was carried out using microscopy of smears stained according to Gram, and in a drop agglutination reaction on glass with monoreceptor agglutinating salmonella O - and H-sera. Serotyping of Salmonella is economical, gives comparable results across laboratories, and provides important epidemiological information.

Serotyping is carried out in accordance with the Kauffmann-White Salmonella antigenic formula. The pathogenicity of the isolated culture was confirmed by the degree of virulence by setting up a bioassay on laboratory animals (white mice, chickens).

As a result of bacteriological examination of pathological material (parenchymal organs, tubular bone) of chickens with salmonellosis, S. *typhimurium* cultures with all cultural-morphological, biochemical and immunological properties were re-isolated.

**CONCLUSIONS**.

1. In laboratory experiments conducted on 12 day old chickens, 100% - the nallet dose (LD100) was established in the amount of 600 million microbial bodies - S. typhimurium. Thus LD50 (killing 50% of chickens) amounted to 400 million Salmonella.
2. With the experimental infection of 12 day old chickens at a dose of 800 and 600 million Salmonella into the abdominal cavity, a 100% mortality was established, but when 600 million microbial cells are infected, the disease lasts longer, all chickens die slowly and later.
3. The duration of the incubation period in the hyperacute course of experimental salmonellosis of chickens (5 heads) was 6 to 10 hours. Clinical signs and pathological changes characteristic of this disease were not observed. They died 8-12 hours after infection.
4. The incubation period in acute course lasted from 10 hours to 14 hours. In two sick chickens, clinical signs of the disease began to appear after 16 hours, in four more - after 20-24 hours after infection.
5. In chickens that died from acute salmonellosis, the main characteristic pathological changes in the small and large parts of the intestine were established. At the same time, accumulations of mucus and gases are detected in the lumen of the small intestine. The mucous membrane of the small intestine is swollen, hyperemic, in some areas small punctate hemorrhages are noted. In the large part of the intestine, the mucous membrane was covered with plaque, in some places there were erosion in it.
6. As a result of bacteriological examination of pathological material (parenchymal organs, tubular bone) of chickens with salmonellosis, cultures of S. typhimurium with all cultural, morphological, biochemical and tinctorial properties were re-isolated.

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# The research results analysis of higher educational institutions on students' psychological health

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**Abstract**

*This article presents the current importance of ensuring the students' psychological health in higher education, the empirical research results. The research results on the students' psychological health contain specific conclusions about the various psychological health indicators and the behavior relationship with the internal health picture, such as emotional, cognitive and behavioral areas. The article describes the obtained results analysis on the basis of set of the psychodiagnostic methods application to study the student' psychological health components of higher education.*

***Keywords**: Student, psychological health, neuroticism, anxiety, stability, instability, self-esteem, value orientation, terminal value, instrumental value, learning environment.*

## Introduction

Nowadays, the education system is undergoing changes at the modern stage, which involves deeply study of the student's personality, his psychological health and an individual approach to the learning process.

One of the main goals of the higher education system of the Republic of Uzbekistan is to equip students with professional knowledge, skills and abilities and ensure their practical application. In this regard, globalization, the penetration of forms of "mass culture" in our society, the students' spiritual development issue shows the urgency.

The concept adopted by the World Health Organization makes it possible to distinguish between the physical, mental, social and spiritual spheres in this phenomenon [1]. At the same time, a number of authors, when talking about the developing person health, his healthy lifestyle, often think only of physical and psychophysiological health, ignoring the fact that complete health is the result of an entire human personality existence.

This problem urgency is determined by the fact that the theoretical and practical aspects of the psychological and pedagogical factors of ensuring the students' psychological health of higher education institutions are insufficiently developed. At the student age, a person has a certain psychological health, but under the influence of a stressful environment, as the observed disorders result in him, they begin to lose a clear understanding of their health value. Therefore, its psychological support issue is urgent.

A number of foreign scholars as A.Adler [2], A.Maslow [3], K.Rodgers [4], A.A.Megrobyan [5], V.A.Ananev [6], I. I. Brekhman [7], I.N. Gurvich [8] and others have conducted scientific research on the psychological health problem. Although Uzbek scientists have not dealt with the students' psychological health problem, Uzbek psychologists as G.B. Shoumarov [9], B.R.Kodirov [10], V.M.Karimova [11], Z.T.Nishanova [12], N.S.Safaev [13], R.S.Samarov [14], B.M.Umarov [15], M.X.Karamyan [16], A.Saidov [17], M.Tilavov [18], I.Mattiev [19] and others have conducted research to cover various aspects of this topic.

It should be noted that according to the research analysis, the psychological and pedagogical factors of ensuring the students' psychological health in higher education are poorly studied in a systematic approach.

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**Materials and methods**.

Experimental work in the students' psychological health of higher education institutions was carried out in two stages: in the first (determining) stage (the first section - before the experimental effect application) - the socio-psychological features study of the students' psychological health of higher education and the frequency results analysis; in the second (formative) stage (the second section - after the experimental effect application) - determination (proof) of the experimental measures effectiveness to ensure the students' psychological health of higher education on the basis of mathematical statistical methods.

A set of psychodiagnostic methods was used in conducting experimental activities, which allowed to identify some structural aspects of psychological health. In particular, the direction of values was studied using "Neuroticism" scale of G. Eysenck's "Eysenck personality inventory", a person's emotional stability (stagnation) - the instability degree (instability, anxiety), psycho-emotional states description on the basis of ***B.*** Phillips's "Determining the anxiety level in the learning environment" method, self-esteem study based on Dembo-Rubinstein's "Study of self-assessment" method, M. Rokich's "Obtaining a valuable goal" method.

In the first experiment phase, the factors study related to the students' psychological health, firstly, to identify specific aspects of the students' psychological health in the selection group, and secondly, to create an experimental program to ensure the students' psychological health.

After the practical application of the experimental program (experimental effect) to ensure the psychological health of students, a re-study was conducted on the basis of the above methods. In this case, the hypothesis that the selection group results in the first stage (first section) of the experiment differed from the psychodiagnostic research results in the second stage (second section) after the experimental program implementation was tested. To determine this difference, the data in the first stage (first section) were compared with the results in the second stage (second section) on the basis of mathematical and statistical methods.

The methodologies results used in the study are two selection group indicators (n-217): the difference between the "first section" (before the experimental effect) and the "second section" (after the experimental effect) indicators was analyzed on the basis of the frequency analysis method and the Student t-criterion (for interdependent groups).

**Results.**

Let's consider G. Eysenck's "Eysenck personality questionnaire" on the data frequency on the scale "Neuroticism" (Table 1).

**Table 1**

**Description of the neuroticism indicator dynamics in students in the experimental stages**

| Scale | Experimental stages | Low level | | Average level | | High level | |
|---|---|---|---|---|---|---|---|
| | | Number | % | Number | % | Number | % |
| Neuroticism (N) | 1-section | 37 | 17,1% | 138 | 63,6% | 42 | 19,4% |
| | 2- section | 122 | 56,2% | 95 | 43,8% | 0 | 0,0% |
| | Sliding | +85 | +39,2 | - 43 | -19,8 | - 42 | -19,4 |

As can be seen from the table, there are differences between the "first section" (before the experimental effect) and the "second section" (after the experimental effect) indicators of the "Eysenck person survey" on the "Neuroticism" scale, with an increase in the lower indicators of neuroticism (+ 39.2%) and a decrease in medium (-19.8%) and high (-19.4%) indicators.

To determine whether these changes were not random, the "first" and "second section" indicators averages on this scale were analyzed on the basis of the Student t-criterion (Table 2).

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**Table 2**

**The neuroticism nature indicator in students dynamics description in the experimental stages section**

| Scale | Experimental stages | | | | |
|---|---|---|---|---|---|
| | First section (X) | | Second section (Y) | | Student t-criterion |
| | average | standard deviation | average | standard deviation | |
| Neuroticism (N) | 12,90 | 3,10 | 10,40 | 1,55 | 10,938*** |
| *p<0,05 – tcr=1,96,**p<0,01 – tcr=2,58,***p <0,001 – tcr=3,29 | | | | | |

As can be seen from the table, there are differences on the "Neuroticism" scale between the "first section" (before the experimental effect) and the "second section" (after the experimental effect), in particular, the statistical significance for the Student t-criterion was $p < 0.001$, the temp - 10,94. In this case, since the temp (10,94) > tcr (3,29) is assumed to be H1, the difference between the indicators is statistically significant. Thus, the fact that emotional stagnation in the selection group underwent a reliable change during the research indicates that this indicator of students' psychological health is developing in a positive direction.

Thus, as this experimental effect result, students have a change in the nature of emotional stability (stagnation) - instability (instability, anxiety), and its manifestation description in Table 1 is reliable.

From the data obtained on the basis of B. Phillips's "Determining the anxiety level in the learning environment" method it can be seen that after the experimental effect ("second section") there were some changes in the anxiety indicators level in the learning environment (Table 3).

**Table 3**

**An indicator dynamics description in the experimental stages section of anxiety indicator level in students in the learning environment**

| Scales | Experimental stage | Medium level | | Above-average | | High level | |
|---|---|---|---|---|---|---|---|
| | | Num-ber | % | Num-ber | % | Num-ber | % |
| **1) general concern(GC)** | 1-section | 107 | 49,3 | 92 | 42,4 | 18 | 8,3 |
| | 2- section | 196 | 90,3 | 21 | 9,7 | 0 | 0,0 |
| | ***Sliding*** | ***+ 89*** | ***+ 41,0*** | ***- 71*** | ***- 32,7*** | ***- 18*** | ***- 8,3*** |
| **2) experiencing social stress (ESS)** | 1-section | 120 | 55,3 | 74 | 34,1 | 23 | 10,6 |
| | 2- section | 202 | 93,1 | 9 | 4,1 | 6 | 2,8 |
| | ***Sliding*** | ***+ 82*** | ***+ 37,8*** | ***- 65*** | ***- 30,0*** | ***- 17*** | ***- 7,8*** |
| **3) frustration of the need to dig for success (FNDFS)** | 1-section | 80 | 36,9 | 93 | 42,9 | 44 | 20,3 |
| | 2- section | 177 | 81,6 | 40 | 18,4 | 0 | 0,0 |
| | ***Sliding*** | ***+ 97*** | ***+ 44,7*** | ***- 53*** | ***- 24,4*** | ***- 44*** | ***- 20,3*** |
| **4) fear of self-expression (FSE)** | 1-section | 102 | 47,0 | 44 | 20,3 | 71 | 32,7 |
| | 2- section | 137 | 63,1 | 45 | 20,7 | 35 | 16,1 |
| | ***Sliding*** | ***+ 35*** | ***+ 16,1*** | ***+ 1*** | ***+ 0,5*** | ***- 36*** | ***- 16,6*** |
| **5) fear of testing their knowledge (FTTK)** | 1-section | 101 | 46,5 | 45 | 20,7 | 71 | 32,7 |
| | 2- section | 140 | 64,5 | 43 | 19,8 | 34 | 15,7 |
| | ***Sliding*** | ***+ 39*** | ***+ 18,0*** | ***- 2*** | ***-0,9*** | ***- 37*** | ***- 17,1*** |
| **6) fear of not meeting the people expectations (FMRE)** | 1-section | 94 | 43,3 | 28 | 12,9 | 95 | 43,8 |
| | 2- section | 146 | 67,3 | 57 | 26,3 | 14 | 6,5 |
| | ***Sliding*** | ***+ 52*** | ***+ 24,0*** | ***+ 29*** | ***+ 13,4*** | ***- 81*** | ***- 37,3*** |
| **7) weakness in physiological resistance to stress (WPRS)** | 1-section | 79 | 36,4 | 39 | 18,0 | 99 | 45,6 |
| | 2- section | 146 | 67,3 | 57 | 26,3 | 14 | 6,5 |
| | ***Sliding*** | ***+ 67*** | ***+ 30,9*** | ***+ 18*** | ***+ 8,3*** | ***- 85*** | ***-39,2*** |
| **8) problem and fear in dealing with professors (PFDWP)** | 1-section | 115 | 53,0 | 73 | 33,6 | 29 | 13,4 |
| | 2- section | 136 | 62,7 | 67 | 30,9 | 14 | 6,5 |

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In particular:

1) The “high” scores in the “first section” of the “General concern (GC)” scale decreased from 8,3% to 0%, and the “above-average” indicators from 42,4% to 9,7%.

2) The “high” scores in the “first section” of the “Social stress experience (SSE)” scale decreased from 10.6% to 2.8%, and the “above-average” scores from 34.1% to 4.1%.

3) The “high” scores in the “first section” of the “The frustration of the need to dig for success (FNDRS)” scale decreased from 20,3% to 0% and the “above-average” indicators from 42,9% to 18,4%.

4) The “high” scores in the “first section” of the “Fear of self-expression (FSE)” scale decreased from 32,7% to 16,1%, while "above-average" figures increased insignificantly, from 20.3% to 20.7%.

5) The “high” scores in the “first section” on the “Fear of knowledge test (FKT)” scale decreased from 32.7% to 15.7%, and the “above-average” scores decreased from 20.7% to 19.8%.

6) If the “high” scores in the “first section” of the “Fear of not meeting the people expectations” (RNMPE) scale decreased from 43.8% to 6.5%, the “above-average” scores increased from 12.9% to 26.3%.

7) The “high” scores in the “first section” on the “Weakness in physiological resistance to stress” (WPRS) scale decreased from 45.6% to 6.5%, while the “above-average” scores increased from 18% to 26.3%.

8) The “high” scores in the “first section” on the “Problems and fear in relationships with professors (PFRWP)” scale decreased from 13.4% to 6.5%, and the “above average” scores from 33.6% to 30.9%.

According to this methodology results, it was possible to observe a decrease in their "high" expression level on all scales, which reflect the factors influencing the anxiety manifestation in the educational environment, and thus an increase in the "medium" level. This indicates that as the experimental impact result on students, they have improved their adaptation to the environment, the ability to overcome these problems, to control the anxiety feeling.

In order to determine whether these changes were not random, the “first” and “second section” indicators averages on the methodological scales were analyzed on the basis of the Student t-criterion (Table 4).

**Table 4**

**Description of the anxiety level indicator dynamics in the learning environment of students in experimental stages**

| Scale | Experimental stages | | | | |
|---|---|---|---|---|---|
| | first section (X) | | second section (Y) | | Student t-criterion |
| | average | standard deviation | average | standard deviation | |
| 1) general concern (GC) | 11,15 | 4,10 | 7,60 | 3,05 | 10,427*** |
| 2) experiencing social stress (ESS) | 5,67 | 1,84 | 3,48 | 1,48 | 14,268*** |
| 3) frustration of the need to dig for success (FNDFS) | 7,47 | 2,22 | 4,53 | 1,98 | 14,936*** |
| 4) fear of self-expression (FSE) | 3,67 | 1,63 | 2,80 | 1,41 | 5,328*** |
| 5) fear of testing their knowledge (FTTK) | 3,69 | 1,60 | 2,77 | 1,40 | 5,774*** |
| 6) fear of not meeting the expectations of those around you (FMETAY) | 2,94 | 1,46 | 1,78 | 1,34 | 7,646*** |
| 7) weakness in physiological resistance to stress (WPRS) | 3,12 | 1,321 | 1,96 | 1,23 | 8,356*** |
| 8) problem and fear in dealing with professors (PFDWP) | 4,67 | 1,22 | 3,65 | 1,51 | 7,767*** |
| *p<0,05 – tcr=1,96,**p<0,01 – tcr=2,58,***p <0,001 – tcr=3,29 | | | | | |

As can be seen from the table above, on all method scales there are differences between the "first section" (before the experimental effect) and the "second section" (after the experimental effect) indicators, in particular, since the statistical significance for the Student t-criterion is p> 0.001, the temp>tcr (3,29), so the H1 hypothesis is accepted, indicating that the difference between the indicators is statistically significant.

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If experimental effect dynamics interpretation of students' self-assessment indicators (first part) and subsequent (second part) changes on the basis of data obtained on the basis of Dembo-Rubinstein's "Self-assessment"method, changes (shifts) in students' self-assessment indicators can be observed after the experimental exposure performed (Table 5).

**Table 5**

**Student's self-assessment**
**description indicator of the dynamics in the cross section of the experimental stages**

| Scales | Experimental stage | Low level of self-esteem | | Medium (adequate) level of self-esteem | | High level of self-esteem | |
|---|---|---|---|---|---|---|---|
| | | Number | % | Number | % | Number | % |
| 1) health (H) | 1-section | 114 | 52,6 | 44 | 20,3 | 59 | 27,1 |
| | 2- section | 88 | 40,6 | 108 | 49,8 | 21 | 9,6 |
| | ***Sliding*** | ***-26*** | ***- 12,0*** | ***+ 64*** | ***+ 29,5*** | ***-38*** | ***- 17,5*** |
| 2) mental ability (MA) | 1-section | 101 | 46,5 | 49 | 22,6 | 67 | 30,9 |
| | 2- section | 84 | 38,8 | 106 | 48,8 | 27 | 12,4 |
| | ***Sliding*** | ***-17*** | ***- 7,8*** | ***+ 57*** | ***+ 26,3*** | ***-40*** | ***- 18,5*** |
| 3) character (Ch) | 1-section | 104 | 47,9 | 44 | 20,3 | 69 | 31,8 |
| | 2- section | 93 | 42,8 | 103 | 47,5 | 21 | 9,7 |
| | ***Sliding*** | ***-11*** | ***- 5,1*** | ***+ 59*** | ***+ 27,2*** | ***-48*** | ***- 22,1*** |
| 4) respect in front of peers (RFP) | 1-section | 133 | 61,3 | 32 | 14,7 | 52 | 24,0 |
| | 2- section | 89 | 41,0 | 112 | 51,6 | 16 | 7,4 |
| | ***Sliding*** | ***-44*** | ***- 20,3*** | ***+ 80*** | ***+ 36,9*** | ***-36*** | ***- 16,6*** |
| 5) able to do a lot of work himself, skillful hands (ADLWH) | 1-section | 150 | 69,1 | 30 | 13,8 | 37 | 17,1 |
| | 2- section | 88 | 40,6 | 114 | 52,5 | 15 | 6,9 |
| | ***Sliding*** | ***-62*** | ***- 28,5*** | ***+ 84*** | ***+ 38,7*** | ***-22*** | ***- 10,1*** |
| 6) appearance (A) | 1-section | 151 | 69,6 | 34 | 15,7 | 32 | 14,7 |
| | 2- section | 95 | 43,8 | 100 | 46,1 | 22 | 10,1 |
| | ***Sliding*** | ***-56*** | ***- 25,8*** | ***+66*** | ***+30,4*** | ***-10*** | ***- 4,6*** |
| 7) self-confidence (SC) | 1-section | 145 | 66,8 | 34 | 15,7 | 38 | 17,5 |
| | 2- section | 88 | 40,6 | 108 | 49,8 | 21 | 9,7 |
| | ***Sliding*** | ***-57*** | ***-26,3*** | ***+ 74*** | ***+ 34,1*** | ***-17*** | ***- 7,8*** |

Here you can see:

1) The "low" level of students' self-assessment in the "first section" decreased by 12%, the "high" - by 17.5%, due to which the "average" increased by + 29.5%.

2) The "low level" of the assessment of students' mental abilities in the "first section" decreased by 7.7%, the "high level" - by 18.5%, due to which the "average" indicator increased by + 26.2%.

3) The "low level" of students' self-assessment in the "first section" decreased by 5.1%, "high level" - by 22.1%, due to which the "average" indicator increased by + 27.2%.

4) The "low level" of students' respect for their peers in the "first section" decreased by 20.3%, the "high level" by 16.6%, and the "average" indicator increased by + 36.9%.

5) The "low level" in the "first section" of students' ability assessment to do a lot of work decreased by 28.5%, the "high level" - by 10.2%, and the "average" - increased by + 38.7%.

6) The "low level" of the students' appearance assessment in the "first section" decreased by 25.8%, "high level" - by 4.6%, due to which the "average" indicator increased by + 30.4%.

7) The "low level" of self-confidence in the first section decreased by 26.3%, "high" - by 7.8%, due to which the "average" increased by + 34.1%.

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The data show that the Dembo-Rubinstein method reflects the characteristics of self-esteem, self-acceptance, mood, maturity, problem-solving, critical thinking, adequate self-assessment, realistic attitude to things and events, self-assertion, life satisfaction on all scales reflecting such characteristics as life satisfaction, it was possible to observe a decrease in the “low” and “high” levels, and an increase in the “medium” levels.

In order to determine whether these changes are not random, the "first" and "second section" indicators averages on the methodological scales were analyzed on the basis of the Student t-criterion (Table 6).

**Table 6**

**Student self-assessment indicator description of the dynamics in the cross section of the experimental stages**

| Scale | Experimental stages | | | | |
|---|---|---|---|---|---|
| | The first section (X) | | The second section (Y) | | Student t-criterion |
| | average | standard deviation | average | standard deviation | |
| 1) health (H) | 4,90 | 1,80 | 6,62 | 1,54 | -9,911*** |
| 2) mental ability (MA) | 5,11 | 1,85 | 6,74 | 1,52 | -9,519*** |
| 3) character (Ch) | 4,82 | 1,85 | 6,73 | 1,60 | -10,765*** |
| 4) respect in front of peers (RIP) | 4,50 | 1,77 | 6,48 | 1,50 | -12,066*** |
| 5) able to do a lot of work himself, skillful hands (ADAWH) | 4,33 | 1,83 | 6,16 | 1,46 | -11,380*** |
| 6) appearance (A) | 4,63 | 1,86 | 5,95 | 1,48 | -8,353*** |
| 7) self-confidence (SC) | 4,75 | 1,76 | 6,19 | 1,42 | -9,308*** |
| *p<0,05 – tcr=1,96,**p<0,01 – tcr=2,58,***p <0,001 – tcr=3,29 | | | | | |

As can be seen, there are differences between the “first section” (before the experimental effect) and the “second section” (after the experimental effect) indicators on all “Self-assessment” methodology scales, in particular, since the statistical significance for the Student t-criterion is p> 0.001, the temp> tcr (3,29) is assumed to be H1, indicating that the difference between the indicators is statistically significant. Thus, this experimental effect result, students have positive changes in such characteristics as self-analysis, correct assessment of their activities, adequate assessment of the situation, and its manifestation description is reliable.

Valuable self-esteem was found.as a factor in the psychological health of students on the basis of M. Rokich's method "Obtaining a valuable goal" to study the changes dynamics in the terminal (objective) and instrumental (instrumental) values expression before and after the experimental effect (first part).

As the experimental effect result, the importance indicators of terminal values (significant, indifferent, insignificant levels) for students of higher education institutions have retained their places. At the same time, there were differences (shifts) in the averages of these values "first section" (before the experimental effect) and "second section" (after the experimental effect). In particular, almost all values showed a decrease in "insignificant" indicators, an increase in "significant" and "indifferent" indicators. At the same time, there is an increase in “Health” (growth: +2,3%), “Happy family life” (growth: +2,3%), « Knowledge » (growth: +11,5%), “Having good and loyal friends” (growth: +6,5%), “Active life” (growth: +14,7%), “Love” (growth: +2,8%), “A well-off life” (growth: +5,5%), “Self-confidence” (growth: +12,9%), “Freedom” (growth: +5,1%), “Development” (growth: +14,7%), “Vital wisdom” (growth: +7,8%), “Effective life” (growth: +9,7%), “Interesting work” (growth: +6,0%), “Public recognition” (growth: +3,7%), “The happiness of others” (growth: +5,1%), “The beauty of nature and art” (growth: +2,8%), “Creativity” (growth: +2,3%), “Entertainment” (growth: +5,1%)) “significant” indicators in almost all terminal values.

As the experimental effect result, it can be observed that for higher education institutions students there were some changes in the instrumental values and differences indicators (significant, indifferent, insignificant levels) in the "first section" (before experimental effect) and "second section" (after experimental effect) values. At the same time, in almost all values there was a decrease in "insignificant"

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indicators, an increase in "significant" and "indifferent" indicators. At the same time, in almost all instrumental values there is an increase in the indicators of “Orderliness” (growth: +5,9%), “Upbringing” (growth: +4,2%), “Honesty” (growth: +3,3%), “Responsibility” (growth: +5,6%), "Independence" (growth: +11,5%), "Self-control" (growth: +5,6%), "Knowledge" (growth: +8,3%), "Wisdom" (growth: +11,1%), "Courage to defend one's opinion" (growth: +11,0%), "High requirements" (growth: +3,3%), "Strong will" (growth: +33,6%), "Joy" (growth: +3,2%), "Sensitivity" (growth: +12,9%), “Tolerance” (growth: +6,5%), “Efficiency in work” (growth: +4,6%), “Exesectionive” (growth: +5,1%), “The breadth of ideas” (growth: +9,7%), “Intolerance of shortcomings” (growth: + 10.6%) “significant”.

The value orientation indicators dynamics showed that university students perceive health as the greatest value, and this indicator was evaluated more significantly by them after the experimental effect was demonstrated. Out of the proposed 18 terminal (target) values, students are given priority in “health”, “happy family life”, “knowledge”, “having good and loyal friends”, “active life”, “love”, “self-confidence” and etc; in the first section, the “significant” is ranked 6th in the stratification, the value of “well-off life” was ranked 9th (“indifferent”) after the experimental effect (in the second section). Out of the 18 proposed instrumental values, the students chose “order”, "discipline", "honesty", "responsibility", "independence", "self-control", "knowledge", "courage to defend one's opinion", "high demands", "strong will"as the most important. This case confirms that the students’ activity in ensuring psychological health depends on socio-psychological factors, the psychological and pedagogical environment of the university, rather than material and biological indicators.

**Conclusion.**

In conclusion, the research results on the students’ psychological health have led us to draw certain conclusions about the various psychological health indicators, as well as the behavior relationship with the internal health picture, such as emotional, cognitive and behavioral areas. It was found that one of the important indicators of students' psychological health is a decrease in the mental level and emotional distress, emotional instability (neuroticism, nervousness), a positive change in the student's internal state, a positive satisfaction of the student from the educational environment.

After the experimental study effect, it was found that the anxiety level in the selection group decreased, which showed a decrease in factors that increase the general emotional state improvement probabality of students entering the learning environment, a decrease in an uncomfortable mental background that prevents them from developing their need for success, achieving high results, demonstration of one's abilities, negative emotions in situations related to the need to express oneself, knowledge, success, anxiety expression in testing cases one's abilities, inadequate, destructive response to environmental stressors, reducing resilience to stressful situations.

Excessive self-esteem can prove that a student is not mature, cannot evaluate the results of his / her activities correctly, cannot compare himself / herself with others. Low self-esteem, on the other hand, is a sign of poor personal development. In such an assessment, two different psychological phenomena can be observed: real self-doubt and the use of a "protective shell". The applied experimental effect had a certain effect on the students' personality formation: it was manifested in self-analysis, good relationships with others, the ability to accurately evaluate the results of their activities, self-comparison with others, adequate situation assessment.

It became clear that health is the biggest and most important value among the target goal indicators of university students, which is directly related to self-determination in the personality and career choice field.

A comparative analysis of the qualitative and quantitative data obtained during the experiment, the results comparison obtained in the first experiment phase with its second phase results, shows the program appropriateness in ensuring the university students’ health.

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# Hodi zarif's first scientific activity

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**Abstract**

*The article discusses the role of early scientific activity of the scientist Hodi Tillaevich Zarifov in his formation as a researcher and in the development of a mature scientist, as well as his entry into the field, as a collector of folklore.*

*In the early years of his scientific career, that is, in 1926–1930, Hodi Zarif, wrote traditional and modern epics, many examples of other genres of folklore, and the main role in the scientific activity of this period is the development of methods of recording folklore samples, the creation of a clear system of recording the pronunciation of folk art samples in writing. Therefore, in the early years of his career, the future scientist paid special attention to the development of guidelines for recording folk art, the preparation of instructions for folklore expeditions, and in 1934 published a methodological work entitled "Dictionary and a guide for term collectors." Although it is the first methodological work in this field, it remains the only one for now. This means that even today it has not lost its relevance.*

**Keywords:** *Hodi Zarif, collector, folklore, expedition, epic, bakhshi, transcription, field work, scientific activity.*

## Introduction

An early scientific activity of the famous scientist Hodi Tillaevich Zarifov (Hodi Zarif, Hodi Zarifiy – 1905–1972) played an enormous role in his formation as a researcher and his development as a mature scientist. Because as in the activities of many great scientists, the fate of Hodi Zarif's subsequent research was also largely related to his early steps in science.

There are some ease in the study and evaluation of the first steps of the master scientist in science, he has his own testimonies.These testimonies allow us to comprehensively understand the environment and situation that led the scientist to enter folklore. Therefore, we considered it necessary to cite larger excerpt from the scholar's writings. Hodi Zarif writes: "In 1923, in Tashkent, the work of A.A.Divaev in the field of collecting and studying the folklore and ethnography of the people of Turkestan was highly appreciated by great scientists of the Union Academy of Sciences, many state and scientific organizations, secondary and higher educational institutions of Turkestan and other sister republics, the provision of a lifelong personal pension by Turkestan encouraged the further intensification of ethnographic and folkloric work in Turkestan. New, voluntary collectors of Uzbek folklore have appeared. One day, when it was impossible to write about the history of Uzbek folklore, and it was impossible to comprehend and imagine it, I began to collect folklore as a volunteer, an amateur. I was interested in this area on these anniversaries by A.A.Divaev. This esteemed scientist, in consultation with my uncle, the first Uzbek professor Ghazi Olim Yunusov, advised me to start with the collection of Uzbek folk proverbs and sayings. A.A.Divaev explained to me the importance of folk wisdom in a very simple and straightforward way and enchanted me with the aesthetic power of this immense wealth. Since then, I have been collecting proverbs and sayings from Uzbeks. Later I started collecting materials on other genres. During my studies in Baku (1923–1926), I received guidance from the Azerbaijan Research and Application Society, Professor of Azerbaijan folklore Bakir Chobanzoda and Hanafi Zaynolli. If I have had any success in this area since then, it is not surprising that what I have mentioned above was a definite factor!"[1]

Thus, it is clear from his confession that Hodi Zarif entered Uzbek folklore in 1923 as a "volunteer, amateur" collector of folklore. The years when he began his career as an amateur collector were the first buds of new folklore in Uzbekistan, and his family circumstances had a a good scientific environment in this

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direction. Because after the death of his father (1919) he lived in the house of his uncle, Professor Ghazi Olim Yunusov [2]. Gazi Olim Yunusov was the scientist who organized the first expeditions to collect Uzbek folk art and ethnography and published some articles in the periodicals. Moreover, the famous ethnographer and folklorist of that time, Professor AADivaev, who carried out significant work in the collection, publication and study of Kazakh folklore, was one of the closest people in the family of Ghazi Olim Yunusov. Such a case shows that the young researcher's learning phase did not last very long. It should also be noted that A.A.Divaev presents him with an album of excerpts from his articles published in the press of that period in order to attract the interest of the amateur folklore collector and speed up his orientation to science [3]. These lead to a consistent and uninterrupted penetration of the young, future scientist into the field of science in which he is interested. Even though Professor T.Mirzaev wrote: "The collected materials were handed over to the Uzbek Committee of Education under the Academic Council of the Turkestan People's Commissariat of Education"[4], for some reason, the proverbs and sayings, as well as other materials of the young "volunteer" collector, written during these years (1923–1926) have not reached us. However, it is possible to assume that the collection of Uzbek folk proverbs, which was later compiled and published by the scientist, consisted of materials written by him during the initial collection activities [5].

Available information indicates that Hodi Zarif began to record and study folklore in September 1926, when, after graduating from Baku, he came to Tashkent and was hired by the Committee for the Study of Uzbeks of the Scientific Center of the People's Commissariat of Education of Uzbekistan, and soon became one of the leaders in this field: "Just like I am not a professional linguist, I do not have sufficientl readiness for compiling vocabulary terms, but as an amateur ethnographer-folklorist, I dared to compile this little guide to the lower-level linguists as my first experiment, based on my little work in the field of Uzbek language and its dialects and my little experience in field research since 1926."[6].

In the first period of his scientific activity, that is, in 1926–1930, Hodi Zarif wrote modern epics, such as "Shaibanikhan", "Yusuf and Ahmad", "Ravshan", "Asilkhan", "Forty Thousands", "Mardikor", "Hasan Batrak", "Ochildov" and many examples of other genres of folklore. The main role in the scientific activity of this period is the development of methods of recording folklore samples, the creation of a clear system of recording the pronunciation of folk-art samples. Academician Sh.Shoabdurahmanov wrote about it: "When recording folklore samples, Hodi Zarif is interested not only in the content of the text, but also in its pronunciation. To fulfill this wish, he developed a transcription based on the Arabic script and later the Latin script - a system of phonetic writing in accordance with the peculiarities of pronunciation of the Uzbek-Kipchak dialect, belonging to the bakhshi who wrote their works. In this transcription, the author took separate marks for the concatenated vowels, taking into account the lingual and labial harmony, which is mainly characteristic of the Uzbek-Kipchak dialects… The transcription of Hodi Zarif also takes into account the diphthongization of vowels in the condition of anlaut and their appearance. In this case, depending on the strength of the forshlag (starting element), the maximum level… of diphthongization and... the degree of weakening are clearly expressed... At a time when Uzbek dialectography had not yet defined its phonetic transcription, the phonetic transcription proposed by Hodi Zarif in 1928 was later widely used in Uzbek dialectography and is now a daily practical tool in the practice of dialectological research"[7].

A relatively perfect phonetic transcription for dialectological research in Uzbekistan was developed by Professor V.V. Reshetov on the basis of the Cyrillic script only in 1948[8]. This once again fully confirms that Hodi Zarif's transcription was much earlier in time and was the first bold step in Uzbek philological science.

Hodi Zarif's transcription, which was highly appreciated by such great linguists as A.K.Borovkov, V.V.Reshetov, Sh.Shoabdurahmanov, in addition to the widespread use of folklore in the practice of recording and dialectological research has been successfully used in some folklore publications[9]. This means that the scientist wrote, studied and published folklore works in an interrelated way at the same time. Thus, his work focuses on the development of the principles of preparation of folklore works for publication in connection with the practice of publishing. A good example of this is the preparation for publication of the epic "Shaibanikhan" written by the Pulkan-poet and several modern ensembles of folk poets. At the same

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time, in the early years of his career, the future great scholar paid special attention to the development of guidelines for the recording of samples of folk art, the preparation of instructions for conducting folklore expeditions. In this regard, his methodological work “Dictionary and a guide for term collectors”, published in 1934, is characteristic.

The first chapters of the manual provide instructions on the organization of field work (expeditions). It provides the necessary recommendations for the implementation of processes ranging from drawing up a plan and work calendar, to keeping a diary, from the use of maps and composts during the work, to photographing the necessary objects. A separate chapter describes the features of phonetic writing (transcription) recommended for the collection of words (terms), the recording of a particular work.

The scientist paid special attention to the completeness of the recorded material. In this regard, his following remark is extremely noteworthy:

“In order to study and check the literary language of some periods, it is necessary to collect manuscripts and old works written in the literary language of those times. There are still many such documents among the people, especially in their hands, in cells of graves and old madrasahs… Young investigators should keep in mind that such documents are often labels, endowments, certificates, religious books. Depending on their content, it is wrong to think that they should be lost instead of collecting because they are religious or Soviet ... They are historical documents, facts, as well as some sources and living evidence about the language of their time”[10].

The section of the manual called "Programs" defines the areas of word and term collection, the scope of the topic. The range of such topics, covering various aspects of social life, is divided into 34 sections, and the necessary recommendations for the collection of words and terms in these areas are given. These are: “Natural-geographical local horses”, “Mines”, “Plants”, “Animals”, “Meteorology”, “Astronomy”, “Folk dwellings”, “Housing”, “Household appliances”. ”,“ Food and Beverages ”,“ Clothes ”,“ Decorations ”,“ Vehicles ”,“ Farming ”,“ Horticulture ”,“ Livestock ”,“ Vegetables ”,“ Beekeeping, Poultry, Hunting, Greening, Nursery, Floriculture ” , “Handicraft industry”, “Specialization and occupation”, “Trade”, “Medicine and folk medicine”, “Meeting”, “Class division”, “Law”, “Tribe”, “Family and kinship”, “Wedding”, “Death”, “Religion”, “Holidays”, “Games”, “Instrument, melody, dance”, “Oral literature” and others. This brief summary alone shows that Hodi Zarif knew all aspects of the people's social and domestic life very well. The scholar's “Dictionary and Terminology Guide” is the first methodological work in this field, but it is still the only one. This means that even today it has not lost its relevance.

One of the important features of Hodi Zarif's early scientific activity was that he justified the need to study folk art in connection with the practice of its creators and singers. In this regard, his articles dedicated to great national poets Polkan and Fozil Yuldash are characteristic [11]. Both articles cover the life and career of two great national poets, their repertoire, arguing that they are great epic poets who continue the living oral epic traditions. “Although the scientist's initial research did not produce in-depth generalizing theoretical conclusions, they are characterized as a harbinger of important issues that need to be addressed and covered in the future. In these works, the author wrote down facts that were completely unknown in his own science. Therefore, although on the surface they appear to be written in a general sense, in the sense of reporting, announcing, they are in fact a unique invention, an important discovery”[12]. At first glance, this assessment may seem like an exaggeration about the young scientist’s early articles.Because they sound like a mere statement of the biography of the folk bakhshis. In this respect, it does not differ much from the articles published in Uzbek literature in those years. But the material that was evaluated in these articles was completely new They are valuable in that they were the first articles about folk bakhshis. The early scientific activity of the scientist played an important role in the establishment of his own place in science, as well as in the formation and development of modern Uzbek folklore. If we say that his activity was considered to be the founder of Uzbek folklore in the future, we will tell the truth in every way.

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# The importance of using game technologies in english lessons

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**Abstract**

*The article discusses game technologies designed to purposefully plan a foreign language lesson. With the help of playful technologies, the lesson can not only be organized in a fun way, but also increase the students interest in language learning.*

**Keywords:** *didactic games, thought component, digital games, word games, association and introductory games, discussion and decision making games, role and simulation games, interaction and collaboration games, cognitive games, presentation and production forms.*

## Introduction

The rapid development of our country is aimed at deepening and strengthening the knowledge level of our future youth. Resolution on December 10, 2012 "On measures to further improve the learning foreign languages system " [1] and, Decree on February 7, 2017 "On the Action Strategy for further development of the Republic of Uzbekistan" consider the qualified personnel training to improve the education quality, as well as the comprehensive formation of a harmoniously developed generation as a key issue of our time [2]. It is clear from these decisions and decrees that foreign language teachers have a responsibility to ensure the youth education and their professional development. Because in order for the younger generation to become skilled professionals in the future, it is necessary to master a foreign language. By mastering a foreign language, every professional can test their knowledge and skills in other developed countries.

Since foreign language teaching is one of the main problems of our society, the practical lessons organization without the interactive games use will certainly lead to a boring lesson. With the help of didactic games used during the lesson, the student not only learns a foreign language, but also automatically develops social skills (communication, teamwork and decision-making skills) or personal skills (perseverance). With the help of games used during the lesson, what is learned is not only repeated, but also organized, branched and internalized.

The main goal of foreign language teachers is to think about how they can impart the knowledge they need to learn a foreign language. In addition to playing games, instructional games also teach the certain mental knowledge and skills acquisition.

Through the play component, the learning material is presented interactively. Thus, language learners can be active in groups and in the classroom themselves. This can motivate the reader to apply and deepen knowledge with pleasure. Games help them learn new things and stay mentally healthy. In addition, as a result of the didactic games use, the student develops involvement sense in new situations and problems and confidence in their own abilities.

Educational games have various didactic features. Active actions, set rules and motivation are constant elements of such games. The game can be developed as an analog board or card game or as a digital computer or online game. There are different types of didactic games in the foreign language teaching process, and their learning effects include:

1) **Number games** - applying the game of the numbers world; have valuable knowledge of numbers; learning effect: learns mental arithmetic processes, concentration.
2) **Word games** - language and reading support; pictorial letters and words games; learning outcome: vocabulary increases, pronunciation improves.
3) **Association and introductory games** - analysis of the main meaning of the text and the concepts related to the text; the study result is an attempt to learn the language independently.

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4) **Discussion and decision making games -** knowledge exchange; express and argue their opinions. As a result of the study, argument acquires rhetorical thinking skills.

5) **Role and simulation games -** performs the roles and behaviors of others in a fantastic environment. Personal competence, as a learning effect, assumes social authority.

6) **Interaction and collaboration games -** Learns to work together in a group on the basis of certain rules, and as a result develops social skills, methodological skills.

7) **Knowledge games -** A question or guess game is organized to learn and has the competence to impart knowledge.

8) **Forms of presentation and production -** In this game type, the student creatively prepares the learning material and as a game result the student develops didactic competence.

In fact, U. Hoshimov highlights the main teaching purpose a foreign language as follows (3, p. 12):

1) Creating a broad theoretical basis for foreign language teaching methods for future professionals;

2) Effective creative application of principles, methods, means of education in students, the skills formation;

Of course, the teacher chooses a foreign language teaching method. With the use of didactic games in the classroom, the teaching content almost does not change, but the way it is conveyed to students' changes. A number of teaching methods such as "Brainstorming", "Networks" (Cluster) methods, "Boomerang", "Scarab", "Wheel", and "Resume" are used by the teacher in organizing the lesson process.

In order for a teacher to choose an appropriate and effective teaching method, several factors need to be taken into account, such as the number of students in the group, the foreign language knowledge level, the didactic game method appropriateness, etc.

In addition to providing knowledge, the game also provides opportunities for personal development. Therefore, the game can be considered as a social and spiritual connection of U. Khoshimov, if the game result is successful and each participant can show himself in the game, they will be closer to each other.

Beme, a methodist who has focused on speaking games in the first place, argues that practical exercise is inseparable from play, which focuses on expressing one's opinion through play in the classroom (4). Because games teach thoughts concentration in listening and speaking, free thinking, submission to the game discipline, independent thinking, planning their thoughts, a responsibility sense.

"Didactic games used in language learning can also be used to develop student behavior, during the game, the language learner learns to feel the need to cooperate, to understand each other, while competing in small groups, they learn to work in a community, helping each other, and comparing themselves to others"- says Kleppin (5).

The game importance is that the teacher will have the opportunity to observe while the students are working freely. As a result, students can learn more about their activities, fantasies, creative abilities, hard work, and team behavior.

It is important that the teacher is able to allocate time correctly during the lesson; reinforce the topics covered at the beginning of the lesson; apply new methods in each lesson; it is advisable to use appropriate handouts for each lesson.

From observations in the education process, we can once again be convinced that the ancient Romans did not evaluate in vain that the education root would be bitter. But the advantage of using the bitter roots of an experienced teacher's teaching method with pleasure and smiling ga is that if we plan the lesson in a purposeful way, we can change the education taste that is rated "bitter" and even train healthy thinking personnel.

In summary, the use of pedagogical technologies in the English teaching process provides practical assistance to students in developing oral, listening comprehension, writing, reading skills and free communication.

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# Theoretical basis of mobile learning and use of mobile platforms

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**Abstract**

The article describes mobile education, pedagogical foundations of mobile education, development history, mobile platforms and their analysis.

**Keywords:** mobile, platform, pedagogic, technology

## Introduction

Technological perspective - mobile learning - using WAP or GPRS technology, accessing the Internet, searching and retrieving materials, answering questions on the forum, testing (testing) consists in sending and receiving educational materials on an additional portable mobile device.
Mobile learning is a compact, portable, routine activity using mobile devices and technology that enables learners to make learning more effective by acquiring or creating information through communication.

## REFERENCES AND METHODOLOGY

Mobile learning is the ability to receive or present information in any format on personal mobile devices [2].
As J. Trakhler notes [4]: “Mobile learning changes the whole learning process. Education becomes adequate and individualized in a timely manner”

D. Kelly [3] Mobile learning is not a process of moving educational materials to a small screen and using mobile devices, but a way of introducing innovative forms of learning: the development of innovative mobile educational materials with educational microblogs, news feeds, course broadcasts, etc. that process.

The use of mobile technology in the educational process provides the following opportunities:

1. Ability to control attendance (Participation monitoring);
2. Inspirational (motivational) nature of the educational process;
3. The same control over the level of knowledge of students;
4. Exchange of information between participants in the educational process acceleration;
5. Personal psychological and physiological characteristics of students flexibility of mobile devices in an individual approach, taking into account their characteristics (Individual approach).

In this case, the effectiveness of learning and memorizing learning resources increases, students develop learning motivation. In this case, if the students are interested in completing the assignments, the volunteer teacher can say without hesitation that the audience will liven up, the motivation for learning will develop, and the learning efficiency will increase.

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The student may have a different approach to the process of using mobile technologies when designing lessons in traditional (face-to-face) education. For example, A. Amirov, A. Ashimbekova, A. Temirova [1] divided the use of mobile devices in the learning process into the following groups:

- ❖ Multimedia training - for demonstrating web resources (audio files, videos, graphics, maps and images);
- ❖ Educational sites, resources, reference books, dictionaries provide quick fix;
- ❖ To ensure communication in the learning process (SMS messages, Twitter, Telegram, webinars, etc.).

RESULTS

Yu. Shishkovskaya [5] for educational purposes from mobile devices.

Speaking of several uses, he listed the following:

Firstly, independent learning: This includes the possibility of independent learning due to the ease and simplicity of use of materials based on mobile learning technologies, interactivity and the availability of special applications that allow self-management and self-assessment to be created.

Secondly, M-Learning ideas can be applied equally in the education system as well as in the traditional teaching process in higher education institutions.

Thirdly, mobile learning can be an effective complement to distance learning or corporate training courses.

Mobile platforms Android, Windows Phone, iOS (Table 1):

The Android platform already supports Wi-Fi Direct, NFS and allows you to transfer media files. Also, via the USB port, you can connect smart phones and tablets based on this operating system: cameras, TV tuners, flash memory.

Tools Installed and updated security system prevents the acceptance of uncertified and malware. Android 4.3 (Jelly Bean) version supports Bluetooth smart functions, allowing you to communicate with any Bluetooth devices without a headset, and you can work with Open GLES3.0 APP.

With the release of Windows Phone 8, users will be able to integrate their smart phones, tablets and PCs into one system. (this allows mobile app developers to move apps across devices) The main difference of this platform is that it launches applications in the background, unloading and increasing the amount of RAM on its own.

The iOS mobile platform has a simple and intuitive interface, and the software is fast and efficient. Having a reliable security system prevents suspicious programs from running and thus damages the system. The disadvantages of this platform are that it is NFS and Wi-Fi does not support Direct technology, so music can only be downloaded via iTunes. The added news allows you to listen to music online.

**Table 1**

| Statistics of operating systems for mobile phones | % |
|---|---|
| Android | 70,43 |
| iOS | 29,06 |
| Samsung | 0,16 |
| KaiOS | 0,11 |

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| | |
|---|---|
| Windows | 0,07 |
| Tizen | 0,02 |
| Series 40 | 0,02 |
| Nokia | 0,02 |
| BlackBerry OS | 0,01 |
| Linux | 0,01 |
| Other | 0,09 |

## DISCUSSION

Today there are a number of mobile applications that can be successfully used for educational purposes. For teachers, we'll take a closer look at some of the resources that can be helpful when using mobile technology in the classroom.

Today, with the development of mobile technology, smart phones have allowed their users to be good friends at any time, read e-books of their choice, explore the secrets of the field in which they are interested, in short, study. Smart phones are multipurpose devices. Of course, reading e-books will never be their main goal. However, they are very useful as they allow you to read the book anywhere and anytime.

## CONCLUSION

Textbooks and manuals in the form of mobile applications provide students with the following benefits:

- First of all, there is no need to carry heavy books with you. All the necessary textbooks, books and manuals are at your disposal at any time;
- mobile books do not disappear, do not tear or not to be old;
- mobile textbooks are very easy to use
- you can customize the settings as you like, that is, view the text in a larger font, enlarge images, install overlays with letters where necessary, continue reading where you came from, etc.;
- mobile textbooks and study guides help in independent study of the topic and consolidation of knowledge.

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# Development of metasubject competencies in future specialists through information and communication technologies

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## Abstract

The article discusses the problem of the development of professional training of future specialists studying in higher educational institutions, based on a competent approach. A model for the development of professional training of future specialists on the basis of a competent approach and the content of its components, the results of the model implementation are described.

**Key words:** higher education institution, competence, methodology, vocational training, engineering, competence-based approach, machinery and equipment, training exercises, model, component, evaluation criteria.

## Introduction

At a time when the development of information and communication technologies in the world and the widespread use of information in the educational process is growing, it is increasingly important to improve the methodology of application of information and communication technologies in the development of meta-subject competencies in future professionals. Of particular importance is the creation of intellectual resources of society through the development of innovative teaching technologies, the design and coordination of the educational process, the development of deep meta-subject competencies to guide students in the information environment.

Research on the creation of a system of creative tasks in the development of meta-subject competencies through information and communication technologies has become a priority for future professionals, special attention was paid to designing educational content, structuring meta-subject competencies, creating new methodological models of teaching and their application in practice. The use of information and communication technologies in the educational process on the basis of a new approach has allowed future professionals to effectively organize the learning process related to meta-subject competencies and raise education to a new level of quality. The Action Strategy for the Further Development of the Republic of Uzbekistan identifies the improvement of the system of continuing education as an important task [1].

The process of informatization of education depends on the level of competence of the future specialist in the use of information and communication technologies. Therefore, a number of scientific studies have been conducted on the problems of informatization of vocational education, preparation of future professionals for the use of information and communication technologies, the potential of information and communication technologies in the development of future professionals and the formation of social intelligence in future mechanical engineers.

## Research Methodology

In the development of metasubject competencies, in addition to the specific character and characteristics of the individual, a number of individual abilities are also important: mental abilities (strategic thinking, mobility and breadth of vision, foresight); organizational skills (ability to make

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the right decisions in a specific situation, to work in a team, to direct people to a goal for decision-making); communicative skills (ability to act quickly in interactions with people, perceptual skills and abilities, ability to prevent conflicts and come to terms (compromise), creative abilities, etc. That is why the process of training a specialist should be aimed not only at imparting professional knowledge, skills and abilities, but also at developing his personality.

The development of metasubject competencies by us is as follows: elementary-operational; reproductive; creative levels are offered.

Criteria and indicators need to be identified to diagnose the level of development of meta-subject competence in the learning process. Therefore, it is expedient to distinguish criteria based on the structure of meta-subject competence and activity, which allows to assess the level of development of meta-subject competencies at a certain stage of vocational education.

According to B.C. Tsetlin, "criterion" means a relative, quantitative feature that represents the qualitative state of the subject, defined on a scale, and "indicator" means an absolute quantitative characteristic. This idea is indeed true. If the "level" is considered as a scale, a level of quality, the ability of the subject (for example, to perform a particular task), then the "level" should be defined as objective factors: criteria and indicators [2].

According to I. Salomatov, meta-subject competencies are developed on the basis of mastering the methods and techniques of general educational activity and consciously integrative use of knowledge from various disciplines (special, methodical, psychological-methodical, socio-political, etc.) at all stages of practical activity [3 ].

Meta-subject competencies are the ability of a future specialist to plan and carry out educational activities in conditions that are new to him on the basis of previously acquired professional and specialized knowledge and skills.

Practice shows that with the use of information and communication technologies, the organization and management of the educational process rises to a qualitatively new level. The use of new information and communication technologies in education to some extent optimizes the educational process. Serves to create its information and methodological support.

In the development of meta-subject competencies in future specialists on the basis of the use of information and communication technologies, it is expedient to take as a basis the concept of D.Hen. He identified five criteria for the use of information and communication technologies in the educational process.

In accordance with the considered components, the level of preparation of future specialists for the use of information and communication technologies in educational activities was diagnostically studied..

Based on the analysis of pedagogical literature and the requirements for the use of information and communication technologies in the practical activities of the future specialist, the study identified the following criteria: motivation and level of knowledge on the use of information and communication technologies in practice; the level of development of skills of the future specialist in the use of information and communication technologies in practice; the degree of development (creative mastery) of the creative position in the future specialist.

A model for the development of meta-subject competencies in future specialists through information and communication technologies has been developed (Figure 1). The structure of the initial learning situation proposed by AP Astaduryan and EG Malinochka [4] was used as a basis for the development of a model for the development of meta-subject competencies in future professionals through information and communication technologies. This structure was adapted to

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the experimental conditions of the study. In creating the conditions for the development of meta-subject competencies in future professionals through information and communication technologies, the participants of this pedagogical process,


**Figure 1. Model of development of meta-subject competencies in future specialists through information and communication technologies**

That is, there were specific features of the activities of future professionals, the content of its components, the involvement of the computer as an object of activity of the future specialist.

A necessary condition for the pedagogical support of future professionals in the development of meta-subject competencies through information and communication technologies is the readiness of the teacher for this process. The prospective specialist should have a meta-subject competency development program based on the study of the subject using computer technology. He can create such a program only if he has the following qualities:

- high pedagogical education of the future specialist, high professional skills;
- knowledge of important professional qualities, meta-subject competencies, professional abilities of the future specialist and their development and development in the educational process [9].

Interactions take place in the learning process. In the model, this corresponds to the block "Development of meta-subject competencies through information and communication technologies." Development of professional knowledge and skills in the educational process through the use of information and communication technologies is carried out in the teaching of pedagogical disciplines [11,12,].

The educational institution accepts prospective specialists with different levels of professional knowledge and skills. Therefore, in the educational process it is necessary to take into account the level of development of professional knowledge and skills in the future specialist. The prospective professional can further develop his / her professional knowledge and skills according to the level of knowledge and skills he / she has developed. It is possible to distinguish low, medium, high levels of development of meta-subject competencies in future specialists [5,6].

The technology of training future mechanical engineers for the use of information and communication technologies includes the task of developing in future professionals the skills of research work, creative independence and the study and generalization of advanced pedagogical experience.

Effective technologies based on the integration of pedagogical and information and communication technologies were used in the practice to ensure the quality of training of future

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specialists. The basis of such technologies was e-learning tools.

On the basis of an electronic educational-methodical complex, a model of improving the professional training of future specialists in the subject ("Basic methods of welding"), ie the development of meta-subject competencies, has been developed. It consists of a logically ordered system of interaction between the learner, the training program (electronic educational-methodical complex) and the future specialist. The model envisages the development of methodological meta-subject competencies in future specialists, along with knowledge of the subject, the relevant topics and sections of the subject "Basic methods of welding" using modern information and communication technologies to solve problem, situational tasks, cases independently. The model also reflects the organizational and methodological conditions for the effective implementation of the acquisition of scientific knowledge and the development of meta-subject competencies in future professionals on the basis of an electronic educational and methodological complex.

Training of future specialists in the process of internship using information and communication technologies, e-learning tools, a system of consistent "training" will give the expected results. The purpose of the special course "Training of future specialists in the use of information and communication technologies in industrial enterprises during the internship" was developed; the main directions of the problems of improving the professional and pedagogical training of future specialists through information and communication technologies have been identified; a thematic plan was developed; the objectives of the course were defined.

The development of meta-subject competencies in future specialists through information and communication technologies was carried out at the elementary-operational, reproductive, creative levels.

All stages of developmental testing have their own organizational forms (lectures, seminars, laboratory classes, a special course "Training of future professionals in the use of information and communication technologies in the process of internships", pedagogical practice, independent study), specific topics of the working program. was carried out in the study. The content of education was built in such a way that after each stage of the experiment there was an increase in the development of professional knowledge and skills in future professionals.

The elementary-operational stage of experimental training was carried out in experimental groups in the process of lectures, seminars, practical training, practice and independent learning on "Basic methods of welding". The content of lectures and seminars, practical trainings, internships was organized in such a way as to direct future professionals to solve the problem through the use of information and communication technologies. In addition, future professionals have the opportunity to discuss the importance of the use of pedagogical and information and communication technologies in education, to organize games, to discuss lesson plans using information and communication technologies, to analyze the pedagogical situation, to work independently.

Comparing data on the development of meta-subject competencies in prospective professionals, it was found that the results obtained through recording and developmental experiments were significantly higher in the experimental group on each of the proposed criteria. An increase was also observed in the control groups, however, it was significantly lower than the results of the experimental group.

The results of experimental work conducted during the study showed that the training of future professionals on the basis of e-learning simulators, information and communication technologies and pedagogical technologies used in the development of meta-subject competencies

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is effective. Analysis of the progress of the recording and developmental stages of the experimental work and the empirical data obtained confirmed the validity of the research hypothesis.

**Conclusion**

1. Target parameters, content and organizational and methodological specifics of preparation of the future specialist for universal educational activity are considered. It should be noted that the most important condition for developing the content of vocational training is a clear understanding of the content of meta-subject competencies necessary and sufficient for successful implementation of practical activities, as well as the purpose of vocational education.

2. The concept and structure of "meta-subject competence" was analyzed and it was found that it is a synthesis of various elements of activity, related to the cognitive, general and special activities necessary for good performance of educational activities. The concepts of “meta-subject competence”, “professionally important qualities” were interpreted in terms of informatization of education.

3. The development of metasubject competencies has elementary-operational, reproductive, creative levels. The following are the criteria for determining the level of development of meta-subject competencies: the quality of creative tasks performed on a particular sample; correct execution of production technology; compliance with labor productivity norms; independence

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# The principles of determining the mechanisms of intertextuality of a literary text

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**Abstract**

*The article is devoted to the study of the linguistic and semantic features of intertext mechanisms in a literary text. In accordance with this principle, other forms of the text used in the text are identified, their proximity to the content of the analyzed work, their linguistic and semantic connection with the main text and the features of these cases.*

***Key words:*** *literary text, intertextuality, linguopoetics, linguopoetic analysis, linguistic and semantic features, text in text.*

## Introduction

For the first time in Uzbek linguistics M. Yuldashev studied the linguo-poetic features of a literary text in terms of a dissertation, and once again raised work in this area. The scientist identified seven principles of linguistic analysis of a literary text: the unity of form and content, the unity of space and time, the relation of the text to the folk and literary language, the approach to the literary text as artistic and aesthetic. In general, the concept of the work. The principle of determining the ratio of the explicit in the literary text, linguistic and semantic features of the mechanisms of intertextuality in the literary text has been developed.

[1-23]

Learning the language of fiction is a complex process that summarizes not only literary ideas, general audacity, individuality, artistic skill, but also linguistic concepts such as semiotics, connotations, pragmatics, as well as cognitive sciences. The scope of analysis with concepts such as knowledge, understanding, analysis, linguistic thinking, linguistic consciousness, linguistic activity, linguistic personality. Such an integrated approach to the subject in scientific work gives the expected results for linguopoetics. All units of public discourse to one degree or another acquire aesthetic value in the literary language. It should be noted that, since the main place of the aesthetic function of language is occupied by the text of a work of art, the features of this function cannot be studied only in the field of linguistics and literature. For a comprehensive study of this task, it is necessary to work with literary disciplines, such as literary history, literary theory, poetics, and one of the branches of linguistics, such as language history, methodology, etymology, lexicology, semantics, grammar. Because the question of the aesthetic function of language is a complex problem for a wide range of disciplines.

Science textual linguistics is a branch of linguistics that deals with the study of literary texts and the aesthetic function of language. A number of scientific works have been carried out in this area and in linguistics. A text is a product of a complex process, complete, existing in writing, artistically designed, composed of syntactic units, lexical and grammatical, logical, methodologically formed, characterized by a clear goal. Any text is used to convey certain content. He conveys a variety of information depending on his character. From the point of view of the text function, complete speech is integrity. Each text has a complex structure and content and is an example of oral and written creativity.

**Main part.** Determining the linguistic and semantic features of intertext mechanisms in a literary text is also one of the principles of linguopoetic analysis. In accordance with this principle, identify other forms of text used in the text, their closeness to the content of the analyzed work, their relationship with the literary text, linguistic and semantic relationship with the main text and comment on these cases. very necessary in revealing the linguopoetics of a literary text. Examples of texts used in the text include nazira, taqlid, hadith, narratives, myths, legends, works of a particular artist, or excerpts from a particular work. Including unique text in such text not only ensures efficiency and variety of work, but also prevents the reader from quickly getting bored with the work being read.

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[2-62]

This forces the reader to step aside from the events of the work in a very short time and analyze the instruction, instruction or event in the text entered by the author. In our opinion, it would be appropriate to call this principle "breaks in a literary text". After all, the reader takes a short break, reads and observes the text, deviating from the monotony of the main events. Now, when we consider the importance of this principle, the input data used determine the place of texts in the work and their correspondence to the meaningful plan. In addition, the purpose of citing a text in a text is to guide the reader, to help solve a problem, to show the way out of a difficult situation, be it a narrative or a quoted hadith, in order to find the right path. to encourage the reader to learn from this example.The intertextuality of a literary text takes many forms. Other text or a specific element included in the body text may appear in different parts of the body text structure, depending on the intent of the author.

[3-95]

It is also concluded that the text can be used both in the epigraph and in the conclusion and, if necessary, in the title of the work. To prove our point of view, let us turn our attention to the issue of folk proverbs used as epigraphs in works of art: in the story of Abdullah Kakhor "The Thief" the proverb "Death of a horse, a dog's feast" is taken as an epigraph, and the great writer Cholpon and in the novel "Night and a day "he used a popular proverb in the form:" “Hamal keldi, amalkeldi”. Or we can use narratives in the form of intertext. For example:

*… Bir gal universtitetdagi qaysidir e'tiborli shaxs haqida keskinroq fikr bildirganimda, "…sizda andak andishasizlik bor", deb podshoh va dono vazir to'grisida naql qiluvchi mashhur rivoyatni aytib bergan edi. "Podshoh bir kecha aloq-chaloq tush ko'rib, ertasi a'yonlaridan ta'bir so'radi. A'yonlari tushni ta'birlab: "Barcha qarindosh-urug'ingiz qirilib dunyoda yolg'iz o'zingiz qolarkansiz", deyishibdi. Podshoh ularni o'limga buyuribdi. Shunda dono bir vaziri bu mash'um tushni sharhlab; "Shohim, siz hamma qarindosh-urug'laringizdan ko'proq umr ko'rarkansiz", - debdi. Xursand bo'lib ketgan podshoh unga bosh-oyoq sarpo tuhfa qilgan ekan.*

(Story by E. A’zam, "Otoyining tug’ilgan yili").

The content of this narration is included in the main text, if necessary. The introductory sentence provides a linguistic link between the text and the main text. By the content, it is easy to understand that the story he heard due to the hero's inattention was an example for him.

Therefore, it is possible to objectively and objectively assess the essence of a literary text and the skill of the creator of its creation only if the linguopoetic analysis is carried out on the basis of the general principles set out above. Linguistic and poetic analysis of a literary text is impossible without a thorough study of these principles.

Reading the novel "Chinor" by AskadMukhtor, one of the greatest Uzbek writers, we come across several forms of intertextual mechanisms. The play contains aphorisms, stories, proverbs, folk songs, stories and even epigraphs of valuable thoughts of Western scientists. AskadMukhtor's novel resembles oriental literary traditions, and although the branches, scattered like large branches of a maple, reflect the living reality of the present, its deep roots are stories of the recent past, and legends are as light as flying leaves. on the wings of a poetic romance he passes on to ancient legends. When we start reading the work, we first come across the story of the father of the protagonist Orif about the plane tree, with which the title of the work is closely related. tries to reveal the essence of the content. The story begins as follows:

*"Bu chinorni Ochil buvaning uzoq ajdodlaridan biri o'tqazgan deyishadi, o'shandan beri bu yerlarga bironta ofat yo'lamagan ekan. Shuning uchun chinonorning ziyoratiga atrof-tevarakdan har yili tumonat odam kelib ketadi. Shunday bo'lsa ham, uning g'odir po'stlog'ida pichoq yarasi u yoqda tursin, bironta tirnoq izi ham yo'q. Chunki chinorning tanasiga tig' tegsa qon tirqirarmish…"*

[4-2]

This narrator introduced the narrator at the beginning of the novel as a preface, and the reader reading the narrative can easily understand what the story is about. It is thanks to this single narrative that the symbolic title of the work shows that Orif, as powerful as a plane tree, tells the story of his father's life. In a

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sense, through the narration, the author manages to reveal the whole essence of the work. the writer tried to reveal the life of the protagonist through legends, stories, everyday life and stories from the past.

As an epigraph to another story in the work, the author quotes the words of the Western writer Honore de Balzac: "People should always strive for beauty." Another way to create intertextuality in fiction is to use epigraph. In a fictional text, the epigraph really serves the fictional work. Reading this story, we will see that the epigraph was chosen correctly. The story tells of Orif's first excitement about his youth and first love, and the epigraph is well chosen. In addition, the writer tries to reveal the beautiful nature of Uzbekistan as a symbol of beauty through a single village:

”*Shivilg'on tog'-tosh orasida ko'm-ko'k ishkomlarda ko'milib yotgan qishloq, mashhur shivilg'oni uzum ham shu yerdan tarqalgan....*”

[4-32]

When a writer turns to beauty, the events occurring in the text of the story, arouse the reader's interest in the events and make him think in a short time. It depicts the beauty of mother nature, the beauty of Orif's experiences in his youth and, of course, the beauty of Saragul, his first love. indicates that it has been used appropriately. This shows that the author used the mechanisms of intertextuality. Also, the author makes sure that the epigraph does not detract from the meaning of the text.In "Chinor" the author not only tells stories and stories, but also in a number of places appropriately uses folk proverbs.We can say that such popular proverbs as ”Ikkiyorti - birbutun”,”Savrkeldi – ekinchigadavrkeldi” made the piece more impressive and presented a variety of pieces.

Although Chinor was written during the Soviet era, the play is a bold example of the wisdom of Ahmad Yassawi, who wrote in a Sufi spirit:

Oqil bo'lsang, g'ariblarning ko'nglin ovla,
Elni kezib yetimlarga mehr bog'la,
Nafsi yomon najislardan bo'yin tovla,
Ko'ngli butun xaloyiqdan qochdim mano.
[4-312]

The author quotes several verses of this wisdom in the story, showing that the protagonist Abdullah Kari read it with pride to Leo Tolstoy. These quatrains add to the oriental spirit of the work and make the reader think a little. The great Russian writer Leo Tolstoy was fascinated by these proverbs. In this story, the author, as it were, reveals the hardships of the Soviet era, the emotional experiences of the peoples of the two countries, which are united only by literature. We can also include these quatrains in the text as text units.

**Conclusion.** In short, the study of the linguistic and semantic features of intertextual mechanisms in a literary text, the identification of other textual forms used in the text according to this principle, their proximity to the content of the analyzed work, linguistic and semantic connections with the main text. One of the urgent problems facing the linguopoetics of a literary text is the expression of an opinion about the nature of these situations. It is useful to analyze these problems from the point of view of a specific job. You can name it like a "breaks in a literary text".

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# Central asian trade policy of russia
## (The second half of the XIX century the beginning of the XX century)

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**Abstract**

*This article is devoted to the trade and economic relations of Turkestan with Russia in the late XIX - early XX centuries. One of the goals set by Turkestan administration was to develop the foreign and domestic trade relations of the country.*

**Keywords:** *Turkestan region, Kokand, trade, customs, Anglo-Indian, tax, trade-industry, Tashkent fair, goods, caravan, zaket, firms, traders, transport, goods, commission, capital.*

## Introduction

### 1. Relevance

Trade relations have been developing in Central Asia since ancient times. The Central Asian khanates traded with China, India, Afghanistan, Iran, Turkey, the Arabs, Russia and other countries. Trade and exchange relations have always been mutually beneficial. Caravan trade between these countries continued in the second half of the XIX century. From the second half of the XIX century in the peoples economy of Central Asia is characterized by the beginning of new and more complex commercial and industrial firms activities.

### 2. Research methods.

The topic coverage was based on systematic analysis, based on objectivity, historicality, historical order, historical archival data, using complex historical methods.

### 3. Research results

After the governor-general establishment of Turkestan, the governor-general of Turkestan K.P. Kaufman, who had the right to independently resolve trade, economic and political issues, one of the first measures taken was foreign and domestic trade relations development. The first step taken by Kaufman to address these issues was trade taxes abolition in Central Asia. In the interests of Russian trade and industry, as well as Central Asian traders, K.P. Kaufman, with the consent of the Minister of Finance on December 12, 1869, forbade the taking zakat on goods exported from Central Asia to Russia[1]. This measure would create very favorable conditions for the goods export from Central Asian khanates and neighboring countries to Central Russia through Turkestan, as Turkestan trade has a special place in transit trade. Moreover, as there was a lot of uncertainty about domestic and foreign zakat during this period, this measure was tantamount to repealing the existing trade laws in Turkestan.

This was stated in the commission report set up to review the management project of the Syrdarya and Semirechye regions. “Since only one trade caravan can trade in Russia and abroad, it is practically impossible at all to divide the caravan trade into domestic and foreign trade”[2].

The main reason that forced the regional administration to reorganize the tax payment for the right to trade was to promote the trade relations development between Russia and Central Asia. At the same time, the news was a measure taken to eliminate complaints and other obstacles in the Russian press, reflecting the interests of commercial and industrial circles.

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One of the measures taken by Turkestan administration to develop Russia-Central Asia trade was a fair opening in Tashkent. The fair opening was initiated by the governor-general of Turkestan K.P. Kaufman. Exercising his right to resolve trade issues independently, Kaufman ordered a fair organization in Tashkent twice a year.

The first Tashkent fair was held in the autumn in 1870. Its organizers tried to send local traders a lot of goods to the Russian markets, to bring the interests of Russian and local capital closer, in other words, to use local capital for Russian industry. In order to attract more Central Asian traders, K.P. Kaufman, with the permission of the Minister of Finance, ordered the zakat cessation on trade caravans coming from Bukhara and Khiva khanates, Afghanistan and elsewhere. The Kokand Khanate, Indian and Chinese traders also had the right to sell their goods without paying zakat. Only Turkish and European goods were banned from being brought to Tashkent fair.

The customs duties abolition between Orenburg and Western Siberia and the Central Asian goods exemption sold in Turkestan markets from trade taxes have increased the Central Asian goods volume exported to Central Russia. At the same time, this measure did not cause much damage to the state treasury revenue in the beginning.

Most goods presented at Tashkent fair were from Kokand and Bukhara khanates. If in 1870 goods worth 964840 soums were imported from the Central Asian khanates, in 1871 goods worth 1246480 soums and in 1872 goods worth 1159280 soums were imported. Almost all the goods brought to the fair from the khanates were sent to Russia.

The zakat payment abolition had not only positive but also negative aspects for the tsarist government. Many Central Asian and Afghan traders used it to import and sell goods duty-free throughout the year.

The special customs absence at new state borders placed the customs duties control in the local civil and military administration, but it was practically impossible to control every caravan moving in such a large area. Central Asian merchants would prepare several caravans at the same time and send them to different cities of Russia after paying zakat. After the goods sale, they would buy Russian goods for the proceeds and sell them elsewhere without paying additional zakat. During this period, it was not possible to accurately report on trade between Russia and Central Asia. The economic administrations were not able to control not only the goods account but also caravan movement.

It should be noted that although the measures aimed at developing Russia-Central Asia trade relations had their downsides, they not only greatly contributed to the trade expansion, but also facilitated the Central Asian capital inflow into Russian Central Asian trade. If we focus on the positive measures aspects taken, we will see the following changes: 1. Relatively rapid growth of trade; 2. The gradual attraction of the independent Central Asian khanates' capital and the neighboring states merchants of Turkestan to the world capitalist market circulation; growth and consolidation of the capital of Central Asian traders.

But this success could not justify the disruptive activities of Russian trade policy and trade capital. Free tax-free trade has attracted not only wholesale traders, but also small, mainly merchants. Owners of small capital began to buy raw materials in large quantities, at low prices, and sell them in shopping malls at exorbitant prices.

In a letter to the Governor-General of Turkestan in early 1872, the Russian Finance Minister's Special Envoy noted the following: "The uniform capital distribution, if the tens and hundreds of soums in the local population can be called so, has led to the small-scale trade development. We see the consequences of this by paying a very high price for the first necessities of life. This petty trade

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has lowered the prices of our manufactured goods to such an extent that Russian traders are forced to sell their goods at a direct loss. At the same time, the sharp rise in the raw materials price shows that this trade profitability is declining"[3].

The favorable conditions created for Central Asian trade were accelerated by legislation, as the Central Asian khanates went through all historical processes stages, and were prepared by the growing demand for Central Asian raw materials in Russian industrial enterprises. Indeed, if before the Russian invasion of Central Asia the price of a (16 kg) cotton pound was from 2 soums to 2 soums to 50 tiyins, by 1870 its price had risen to 5-6 soums.

The reason for the decline in the Russian textile goods price during this period was their large quantities introduction into Central Asian markets, as well as the sale of British textile goods to Central Asia in large groups. Therefore, Russian traders and industrialists began to demand that the government free Russian trade in Central Asia from the competition of British goods. In 1868, the Tsarist government, in response to the demands of traders and industrialists, banned the import of European goods into Turkestan. This measure did not stop the import of British goods into Turkestan markets. But the government could not prevent the entry of European goods into the Central Asian khanates.

Although these khanates recognized their dependence on Russia, they maintained their independence in foreign trade. The customs regime in Turkestan created favorable conditions for the smuggling of foreign goods. This situation caused serious concern among Russian traders, who began to insist on the country's administration to get rid of competition for European goods.

The administration of the governor-general of Turkestan began to take measures to stop the entry of European goods not only into the territory of the governor-general of Turkestan, but also into Bukhara and Khiva khanates territory, because European goods coming to these khanates also entered governor-general territory of Turkestan, creating serious competition for Russian manufactures and other products. For this purpose, the governor-general of Turkestan, in cooperation with the tsarist government, established a special commission. The main purpose of this commission was to review the customs control work in the country.

In its work, this commission focused on the issue of receiving internal and external zakat. Most members of the commission tried to create favorable conditions for Russian goods sale in Central Asian markets and, conversely, to export Central Asian raw materials for Russian industry. The commission members found that zakat paying was useless for both the state and the merchants. For example, to determine measure the amount of zakat, it was necessary to know the capital amount. Consequently, this was not possible because traders in Central Asia hid their capital amount. This event could have had a different impact on traders. At the same time, despite the fact that the profits from handicrafts varied, the zakat was taken from the capital only once.

Thus, the commission recommended, in vague terms, to replace the zakat with a guild fee and a small trade fee. The commission found the tax collection unnecessary for both Russian goods and Central Asian raw materials. The most important issue for the commission was the European goods removal from Central Asian markets, primarily Turkestan markets.

Until 1874, the proposals developed by the commission were not implemented, as the tsarist government was waiting for Khiva khanate to accept its dependence on Russia. Only after the treaty with Khiva and Bukhara khanates in 1873, in May 1874, the Turkestan commission proposals were used by the Council of Ministers and approved by the horn.

In accordance with the State committee decision on January 1, 1875, a tax was levied on traders engaged in permanent trade in Turkestan. But this decision adoption did not completely

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eliminate the internal zakat. The zakat collection was also preserved in the lands that were separated from Khiva khanate and merged with the Amudarya branch and became part of the Syrdarya region.

Although the Turkestan trade law in 1874 regulated domestic trade, it loosened foreign trade controls. At the same time, the abolition of the zakat collection offices led to the downsizing of the official entrusted by the Minister of Finance in 1870 to the governor-general of Turkestan. By leaving foreign trade unchecked, Turkestan regional administration has made a huge mistake. The abolition of zakat posts in Syrdarya region and Zarafshan district has left open the issue of customs duties on European goods and how to stop their entry. This, in turn, created the conditions for the unimpeded entry of European goods from a very large part of Turkestan.

It should be noted that while control of imported goods was important for Russian trade in Central Asia, until the early 1980s the authorities did not develop any measures to control foreign goods. This is due to the difficult political situation in Kokand Khanate in 1873-1876.

With the dissolution of the Kokand Khanate and the formation of the Fergana region, foreign and domestic trade issues began to be considered in connection with the organization of Fergana region administration. In the tense situation view in the new province, the Turkestan provincial administration in November 1876 issued an order to stop not only the import of foreign goods there, but also the transit of goods to Xinjiang. This regional administration action is not only a political situation measure, but also an attempt to equate the new region with other regions. But the order to stop the foreign goods importation did not mean that they had actually stopped. Due to the lack of control, foreign goods began to enter the Fergana region without any resistance.

On November 8, 1876, the governor-general of Turkestan, K.P. Kaufman, banned the importation of European goods into Turkestan and the conduct of transit trade through it. However, this governor-general instruction of Turkestan was not implemented and did not play a significant role. The main reason for this was that Russia’s trade policy in Central Asia and trade issues in general were directly dependent on the capitalist system development.

The changes in the Tsarist government trade were directly dependent on the 1970s crisis, which surrounded the advanced capitalist states.

Measures were taken in 1881 to strengthen the ban on European, mainly British, goods entering Turkestan markets duty-free. On November 10, 1881, G.A. Kolpakovsky, acting as a governor-general of Turkestan, approved the "Rules for the taxation of Anglo-Indian teas and the control of trade across the borders of the Central Asian khanates"[4]. Based on these rules, the import of all foreign goods into the territory of Turkestan, except for nil (indigo), gauze (the highest grade of cheesecloth) and tea, which were the first population necessities, was prohibited. At the same time, a large amount of tax was imposed on imported goods. According to a decree in 1881, a tax of 6 sums per pound of nil, 1 sum per pound of gauze, and 52 sums per pound of tea was to be paid[5].

The Russian traders and industrialists’ aspirations to the Central Asian markets, as well as their views on how important these markets are for Russian trade and industry, were also welcomed by some ruling circles representatives. The governor-general of Turkestan, Kaufman, was not only interested in making fuller use of the Central Asian markets, but would also take a practical part in their development.

He wished to open a fair in Tashkent. He has contributed to the expansion of their trade operations by providing various incentives to Central Asian traders. But most of the tsarist government representatives were not interested in the excessive growth of Russian capital. This was not to the desire of the aristocracy.

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## 4. Conclusion

Thus, the need to strengthen the Russian capital position in the Central Asian markets was inextricably linked with the Russian capitalism nature. On the other hand, this situation was also called by the easing of social tensions in Russia.

For the Tsarist government, the trade development in Turkestan region and neighboring khanates was associated with the capitalist relations development in the country and the smoothing the political situation. But the colonial policy was also in the Russian commercial and industrial circles interests, so they fully approved of this policy.

Colonial policy, of course, led to the Russian bourgeoisie positions strengthening without the tsarist government will. The Tsarist government primarily protected the interests of the Russian aristocracy. The Russian bourgeoisie, on the other hand, forced the Tsarist government to pursue a colonial policy that reflected the interests of trade and industry.

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# The use of interdisciplinary integration technologies in the process of working on the text of prosaic works

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***Abstract***

*The article reveals the role of effective use of interdisciplinary integration technologies in the process of work of general education schools, academic lyceums in literature lessons, prose works based on long-term practical experience.*

***Keywords:*** *text work, interdisciplinary integration, Uzbek language, dictionary, history, mysticism, encyclopedia, geography, kappon, "The World of Temur", computer science, commentary, picture-slide.*

## Introduction

The analysis of fiction in general education schools, literary classes of an academic lyceum is an urgent task both practically and theoretically. One of the main tasks of educational institutions is to form the scientific outlook of students through the analysis of fiction, to educate them as versatile people.

Methods for analyzing fiction determine the general direction of the work carried out in this process. These directions are divided into independent categories that have certain directions related to each other in the process of studying the work. The categories consist of introduction, work on the text of the work, reading and analysis, final lessons. Reading a work is an important tool for analyzing, understanding and enjoying it, and as speech develops, students develop their thinking, imagination, form figurative understanding and expand their thinking abilities.

Reading fiction, working on a text, interpreting some complex words and phrases in fiction will help students to better understand the ideological content of the work, increase vocabulary, develop an understanding of life, and develop the ability to perceive existence.

Experience has shown that it is difficult for students to understand the content of archaic - obsolete words, neologisms - new words and phrases that are part of our language, some proverbs. One of the most suitable ways to help them in this area is the competent use of interdisciplinary integration technologies - the search and interpretation of the meanings of words, synonyms in dictionaries based on knowledge of the Uzbek language.

In this regard, lexicography examines all the words of the studied language on the subject "Uzbek language", their history, interpretation, spelling, the meaning of lexicography in language learning, the richness of a particular language in a perfectly composed dictionaries, a variety of dictionaries. (general dictionaries, special dictionaries, translation dictionaries, native language dictionaries: annotated dictionary, spelling dictionary (spelling dictionary), orthoepic dictionary (pronunciation dictionary), morpheme dictionary, frequency dictionary, inverted dictionary, synonym dictionary, phraseological dictionaries, phraseological dictionaries, dialect dictionary,

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terminological dictionary), it is important to emphasize that it would be advisable to develop methods of their use in practice, to use methods that contribute to the development of students' skills of independent creative work.

Examples of Uzbek classical literature studied in the classes of literature of secondary school and academic lyceum (hadiths of Imam al-Bukhari (810-870), "Devon lugatit-turk" by Mahmud Kashgari (XI century), Yusuf Khos Hadjib (XI century) "Qutadg'u bilig "by Ahmad Yagnakia (end of XII - beginning of XIII century)," Hibatul-khakayik "by Ahmad Yassawi (died in 1166)," Devoni Hikmat "by Nosiriddin Rabguzi," Kissai Rabguzi ", Saifi Sarayi (1321-1396)) , Khorezmi, Atoi (end of XIV century, first half of XV century), Lutfi (1366-1465); lyrics by Alisher Navoi (1441-1501) and "Hamsa", lyrics by Zakhiriddin Muhammad Babur (1483-1530) and "Boburnom". ", Poshahodja Abdulvahobhoja oglu Khoja (1480-1547), Abulgazi Bakhodirkhan (1603-1664), Turdi Farogi (1640-1699), Boborakhim Mashrab (1653-1711), Jahan otin Uvaysi (80s of the 18th century - mid-19th century ), Muhammad Sharif Gulkhani (late 18th century - 20s of the 19th century), Makhmur (late 18th century - 1844), Muham The literary heritage of such artists as Rizo Ogakhi (1809-1874), Muhammad Aminhoja - Mukimi (1850 –1903), Zakirjon Holmuhammad oglu - Furkat (1858–1909), Zavki (1853–1921) and historical works (“Padarkbudusha Mahmudhoji”). ",“ Abulfayzkhan "by Abdurauf Fitrat,“ Night and Day "by Cholpon,“ The Last Days "Abdullah Kodiri," Scorpio from the Altar "; "Kutlug kan", "Navoi" by Oybek; It should be noted that the need to use such methods in the analysis of "Starry Nights" by Pirimkul Kadyrov, "Passage of Generations", "Treasures of Ulugbek" by Odil Yakubov is confirmed by many years of observation and experience, expert opinions and student suggestions. We thought it was permissible.

Below we would like to share our views on the use of materials from history, the Uzbek language, geography, information and communication means as a means of establishing interdisciplinary integration technologies in the process of working on the text of prose works studied in high school and academic schools. lyceum literature classes.

Let's turn to the evidence.

Working on the text of Zakhiriddin Muhammad Babur's encyclopedia - "Boburnom", we see that the names of many people, places, animals and plants were mentioned (according to the curriculum in the 11th grade, 3 hours were allocated to study his life and life. Work [8, 158- 180]).

Let's pay attention to the analysis of the following excerpts from the work:

“Settlements on the northern side of the Saihun River: one - Osi. Aksikat ends with books. Nechukkim, Asiriddin calls the poet Asiriddin Ahsikati. In Fergana, there is no city larger than Andijan. There are nine wooden roads to the west of Andijan. Umarshaikh Mirza made it his capital. The Saihun River flows under the fortress. The castle is located on a high rock. Instead of a ditch, deep ravines. Umarshaikh Mirzokim made it the capital and made another can a couple of times. There are no fortresses in Fergana. The mahalla fell to the Sharia distance from the citadel. The parable about the tree deh kuyovu kujo tells about the Axi. Melon will do. I have such a melon, they say “Peace of Temuria”, but I don’t know how many melons there are in the world. Bukhara melon is famous. When Samarkand was taken, I brought Aksidin and Bukhara melons and cut them in one go, but Aksin melons have nothing to do with it "[2, 62].

The original version of "Boburnoma", additional literature ("Boburnoma" (modern Uzbek), not limited to textbooks, for the interpretation of the words "Sayhun", "town", "forest", "story", "trench", "amik", "Shariah ")," Encyclopedia of Zakhiriddin Muhammad Babur "[3, 744]) and a dictionary (" Dictionary of Navoi Works "[6, 784]," Explanatory Dictionary of Horticultural Terms

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"[7, 97]), materials on history, geography (also used information and communication technologies): Saykhun is the old name of the Syr Darya [6, 541], a city is a city [1176], a forest is a measure of length (one wooden support is twelve thousand years old (an old man is about a meter long [6, 297])), an event [1, 175 ], trench - a hole dug to prevent the enemy from crossing [6, 648], amik - a pit [6, 41], sharii - a measure of length (distance) (2.4 km (see also Boburnoma) (2.5 km) , mulberries, fist (8 cm) [10, 23], “Deh kujovu treeon kujo” - “Where is the village, where are the trees” [2, 62].

The melon variety in the form of "Peace Temurii" in "Boburnom" is interpreted as "Amiri" in the "Explanatory Dictionary of Horticultural Terms" as follows:

“Amiri (a., - ph. T.) is a melon variety with a smooth surface, slightly lanceolate, slightly floral mesh, elongated, bluish flesh, very sweet, early maturing.

Humayun ordered the riders to find the melon "Peace of Temurii" in Fergana (A. Eshonov. From "Twenty million white doves"). In our opinion, because of the sweetness of the melon, the people attributed it to Babur's grandfather Amir Temur. The word "amir" literally means "amir" [7, 9].

We will also consider the following text from Oybek's novel "Kutlug kan", which is planned to be studied at the second stage of the academic lyceum:

"Then it just became our attention. This man was a neighbor of Yulchi in the village and was a quartermaster in the land of Sarimsakba. Despite his poverty, he helped the Passenger's family as much as he could. The traveler invited Eshwa (uh - the forming suffix of the main character's state - a sign of poverty) to the maid's office (composing a new word) But he refused.

- The rich man put a small burden on the city. Now I left the caravanserai and ran here. I could hardly find him, so I returned soon, brother.

"Let's talk, how are our people?" “Let's go,” said the Passenger.

"I said no, no." All good health. Your mom sent a lot of greetings.

Ukang Gurban works in the senior mill. I squeezed a little out of the car. If you ask him, everyone in the village is in trouble. Your mother asked for five to ten coins. If yes, let it out, let the dyes chew (special style - emphasize meaning, exaggerate). The passenger gazed at the ground for a while, then took off his skullcap and shook his head to the poor fellow.

"My mother, I am here for my brothers, Eshvoy aka, you know that very well." But now I don't have the yellow lightning with me. I will ask the boy and send it.

“The boy is not to blame,” Eshvoy said, “if the child is not crying, Mom.

does not give milk. As long as the rich man is your seed, he will do good. Yes, do not take it right away, - said Eshvoy slowly, - take a piece. Everything else is fine. There is a saying that in a hungry house they don't drink yogurt, you can eat it!

The passenger laughed. He patted Ashvoy on the shoulder.

"Well, if I can, I'll take it to you tomorrow." Can I find a kappon in the market? ... If nothing came of it, then I will send it from a trusted person.

"Do it, dear brother." Send from a trusted person. Not everyone can be trusted with a hashtag. At this time, your right eye is like your left eye ...

In this small text quarter, the caravanserai, the mill,

“If the baby doesn’t cry, the mother doesn’t give milk”, “Yoghurt doesn’t drink in a hungry house”, “Your right eye is like your left eye”, words, proverbs and expressions like kappon. In today's market, this is usually the place where grain is sold.

The word "Tim" is explained and mentioned here.

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Demonstration of photo and video materials of ancient monuments will increase the effectiveness of the lesson.

Tim (Persian-Tajik) - caravanserai - an old covered market, trading post.

Tim was in ancient times in Central Asia, Azerbaijan and the Middle East.

which was a lot. Tim was built in antiquity, mainly in the center of large cities, close to open markets and caravanserais.

Abdullah's team is the largest trading post in Bukhara.

The teams brought together many large and small shops and workshops.

Toki Telpakfurushon, Toki Zargaron, Timi Kallaposh, Timi Attori (Bukhara). Governor of Bukhara.

Shah Murad built in Samarkand (late 18th century) with a bristle dome called Chorsu.

The architecture of the Allakulikhan collective in Khiva is unique [9, 5: 320].

The rest of the words will be explained in the same way, knowledge of the Uzbek language, history, geography, literary arts, informatics will be strengthened.

The use of interdisciplinary integration technologies in text learning helps to deepen understanding of the text, develops a scientific worldview, expands imagination, develops skills for independent and creative work, strengthens interdisciplinary integration, and educates students in the spirit of patriotism, humanity, national tradition and value.

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# Attention to Islam in Uzbekistan

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***Abstract***

*This article discusses the reforms that have taken place in the religious sphere, as well as in many other areas, since the independence of the Republic of Uzbekistan.*

***Keywords** :Religion, arab, tolerance, scholar, academy, mosques, islam,Qur'an, Hadid, hajj, Bukhari.*

## Introduction

Religion is by its very nature a complex social phenomenon, a product of belief in the existence of supernatural forces. The term "religion" is derived from Arabic and means "belief" and Islam is one of them. Islam was formed in the Arabian peninsula in the 7th century. It began to enter our region in the 8th century. Islam entered Central Asia and became a major impetus for the development of science and culture. After the independence of Uzbekistan, religious harmony was ensured in the country. Religion is separated in the country. As the first President said "As long as the state respects the religious beliefs and rights of religious citizens, believers must have the same respect for the laws and policies of the state". Islam educational institutions are operating. From them :

- International Islamic Academy of Uzbekistan (former Tashkent Islamic University),
- Tashkent Islamic Institute named after Imam Bukhari,
- Mir Arab High school,
- Kokaldash Secondary Special Islamic Educational Institution, Tashkent
- Khoja Bukhari Secondary Special Islamic Educational Institution, Kitab city
- Sayyid Muhyiddin Mahdum Secondary Special Islamic Educational Institution, Andijan city
- "Hidoya" Secondary Special Islamic Educational Institution, Namangan
- "Mir Arab" Secondary Special Islamic Educational Institution,Bukhara
- Fakhriddin ar-Razi Secondary Special Islamic Educational Institution, Urgench
- Muhammad al-Beruni Secondary Special Islamic Educational Institution, Nukus
- Khadija Kubro Women's Secondary Special Islamic Educational Institution, Tashkent

1. "Joybori Kalon" Women's Secondary Special Islamic Educational Institution, Bukhara

In accordance with the Decree of the President of the Republic of Uzbekistan SH. M. Mirritated dated April 16, 2018 "One measures to radically improve the activities of religious enlighten ment" PF-5416, the International Islamic Academy of Uzbekistan was established on the basis of Tashkent Islamic University and the Islamic Academy of Uzbekistan. Center of Islamic Civilization in Tashkent, School of Hadis Studies in Samarkand named after Imam Bukhari. In general, many reforms have been carried out in the religious sphere since Shavkat Mirziyoyev came to the presidency. In a short period of time, the Imam Bukhari International Research Center has fully established itself as an achievement of the reforms being

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implemented in the new Uzbekistan. The Center cooperates with 26 leading Islamic research centers and prestigious universities in Egypt, Turkey, Malaysia, Pakistan, the United Arab Emirates, Saudi Arabia, the United Kingdom, France, Germany, the United States ,India, Russia, Kazakhstan and Kyrgyzstan. Imam Bukhari Center has organized 9 international conferences and more than 10 scientific seminars. More than 100 leading scholars, Islamic scholars, theologians and well known experts of the world were involved in these events, the issue of studying ancient manuscripts preserved in Uzbekistan, training of specialists, research on topical issues were discussed. In turn, the scientist of the Center have presented at 146 national and international conferences and seminars on is being translated into Uzbek. In a short time ,a catalog of 535 works stored at the Center was prepared and published. Scientific and popular information is published in the media, including the Internet. The program "Lessons of Imam Bukhari" will be broadcast on the TV and radio channel "Uzbekistan " in cooperation with the media center "Ziyo". It highlights the essence of the hadis collected by Imam Bukhari, the importance of educating today's youth in morality and faith. So far, 121 such shows have been aired. We are pleased to note that the Imam Bukhari International Research Center and adjacent School of Hadis Studies, established in Samarkand today, have become a palace of pilgrimage for visitors to Uzbekistan, a new and blessed symbol of New Uzbekistan. The President of Bangladesh Muhammad Abdul Hamid said "The President of Uzbekistan Shavkat Mirziyoyev pays special attention to the study and promotion of the scientific heritage of hadis scholars and great scholars who have made an invaluable contribution to the development of the holy religion of Islam ". Malaysian Deputy Foreign Minister Marzuki Yahya expressed his impressions: "I'm amazed by the changes that have taken place in your country, the creative work. You praise the Imam Bukhari International Research Center. We are also a similar center in Malaysia. We invited to establish". Muhammad Taqi Osmani of Pakistan, one of the leading scholars of the Hanafi school, said: "It is known that the President of Uzbekistan, who founded the Imam Bukhari International Research Center, loves science, scientists and the clergy. Samarkand will return its ancient intellectual light, Insha'Allah". In short, Uzbekistan has all the opportunities for believers. To perform the 5 daily prayers every day, believers can easily go to mosques and perform their prayers. It is also sacred to Muslims "Eid al-Adha and Ramadan" is widely celebrated in our country". The Decree of the First President of the Republic of Uzbekistan of June 2, 1990 " On the Hajj of Muslims to Saudi Arabia" opened a wide way for Muslims to perform Hajj and Umrah. During the years of independence, more than 32,000 people performed the holy Hajj. The Qur'an has been published 8 times in 1 million copies. Article 31 of the Constitution of the Republic of Uzbekistan and the Law "On Freedom of Conscience and Religious Organizations" of April 30,1998 legally defined.

Today, more than 130 nationalities and ethnic groups representatives of 16 religious denominations live in our country on an equal footing and in harmony. All necessary conditions have been created for them to be guaranteed their rights and freedoms, to receive an education, to acquire a profession and to adhere to their national and religious traditions and values.

In addition, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021provides for interethnic harmony and religious tolerance, development of security, stability and good neighbourliness around us, the international prestige of our country. This marked a new stage in the development of interethnic relations.

In accordance with the decision of the UN General Assembly, since 1997 November 16 has been celebrated annually around the world as" International Day for Tolerance". On this

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occasion, the International Islamic Academy of Uzbekistan hosted an international online conference on "Issues of studying and promoting the historical values of Central Asian countries in ensuring religious tolerance.

History of "Mushafi Usman" in Tashkent and translations of the Qur'an. Mushaf was taken from Samarkand to St. Petersburg in 1865, returned to the Muslims in 1920 and brought to Tashkent in 1923.

Among the information related to the bringing of the Mushaf to Central Asia is the historical more reliable and credible information that Amir Temur sent an ancient copy of the Qur'an from Basra to Samarkand.

The Mushaf is the original copy of the Qur'an, which later spread throughout the Muslim world and was published thousand of times. Wherever the Qur'an published it is written on the first page that it corresponds to the text of the Usman Mushafi.

We now turn our attention to the exact details of the translations of the Qur'an. At present, it has been published twice in Uzbek (Alouddin Mansur's translations, T.:1992,Abdullaziz Mansur's translation, T.:2001) at the initiative of the Religious Board of Muslims of Uzbekistan, taking into account the views of the majority of readers.

The Qur'an has been translated into many languages around the world. Translate it into or European languages from the 11th century onwards, the translation into Russian began at the initiative of Peter I in the 18th century. 1790 the translation of M. N. Verovkin published in according to prominent Russian scholars. He was the source of A. S. Pushkin's famous work "Podrajaniya Koranu" (taboos on the Qur'an). The first Russian translation from Arabic by G. S. Sablukova L. You. Krachkovski translation into Russian a copy of which was published after his death(1963, 1986). There are also many manuscripts of Turkish translations of the Qur'an.

**Conclusion**

In short, religion is legally protected in Uzbekistan. Mosques are always open for Muslims to perform the 5 daily prayers flawlessly. There is no impediment to fasting in the month of Ramadan and performing Hajj. Citizens may or may not voluntarily believe in a religion. Education in religious educational institutions is voluntary.

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# Watching television, apparent similarity and adolescents' anticipations of a romantic partner in the north and south west regions of cameroon

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**ABSTRACT**

*The aim of this study was to explore the affiliations between global and romantically themed television viewing and adolescents' potentials of a romantic partner. A sample of 2140 15-17-year-olds from Cameroon graded the significance of physical attractiveness and a satisfying personality in a romantic partner. The results show adequate but significant relations for overall television viewing, after related variables and the value of other associations were accounted for. This association are unrelated to direct experience and the observed similarity of televised interpretations. The discussions focused on the role of undeviating experience.*

*Keywords: Television viewing, Adolescents', Expectation, Romantic partner, Cameroon*

## Introduction

Seeking applicable romantic skills and obtaining confidence in sexual undertakings are thought to be significant developmental tasks during the transitional period of adolescence (Simon, Bouchey, & Furman, 2013). According to Greenberg et al, (1993), dimensions of an adolescent"s life are exaggerated by romantic and sexual maturation processes, convoyed by early feelings of love. As a result attempts to enter the dating field and premature sexual experiences employ influences on adolescents" cognitive, psychological, and social life. For example, there is evidence that romantic concerns are a principal category of affliction on the minds of adolescents (Wilson-Shockley, 1995).

In the words of Furman & Simon, (1999), studies questioning these processes have acknowledged adolescents" initiation in sexual activities. Meanwhile adolescents" romantic potentials and principles have only become a topic of research only recently. According to them little is known about how young individuals try to figure out what is vital and probable in romantic relationships; which informs us on how adolescents build meaningful notions about romance. However, little research that exist indicates the importance of these notions. Feiring, (1999), suggested, that romantic notions may guide adolescents" explanations of precise romantic capabilities.

How adolescents acquire these notions is a question that necessitated answers. As stated by Furman and Simon (1999), by outlining a theoretical model that stems from attachment theory. Their model advocated factors that play a central role. To them, it is expected that experiences in the parent-child relationship and the corresponding outset of it contribute significantly to adolescents" romantic interpretations. Collins & Stroufe, (1999) equally stated that attachment theory proposed that the quality of the parent-child relationship impacts notions of relationship that are comparable to attachment tasks and romantic relationship. Furman and Simon (1999) equally cited consideration to strong friendships with peers. Mutual confirmation of each other"s identity and broad self-disclosure embodies first relationships that stem from peer friendships (Furman & Buhrmester, 1992), and, they equally added that this may affect the notion of close and romantic relationships. To be more precise it is remarkable that during adolescence, affiliative appearances such as friendships and closeness may thoroughly bear a resemblance to romantic relationships. More so, (Furman & Wehner, (1994), stated that adolescents" romantic notions are affected by their actual capabilities with romantic companions and also conferring to the attachment theory, individuals come into relationships with assured beliefs and anticipations. These anticipations may then be transformed by the particular configuration of repeated exchanges. Simon et al.(2013) hypothesized that most adolescents with advanced romantic capabilities may cultivate a notion of romantic relationships that are diverse from their initial anticipations. Simon et al. (2013), equally stated that adolescents" romantic notions are anticipated to

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be shaped by more than a few cultural inspirations. They went ahead and guessed that wide-ranging societal approaches or principles may upset romantic views. Norms about sexuality and marriage, gender roles, and media representations were some of the inspirations they mentioned.

### Aims of the study

Scholars exploring adolescents‟ romantic improvement have time and again mentioned media representations as a potential inspiration (Furman & Simon, 1999; Larson, Clore, &Wood, 1999; Laursen & Jensen-Campbell, 1999). So much so that in media properties studies, this issue has been principally sidelined. The main aim of this study was to discover the role of mass media, and to a greater magnitude television‟s role in molding adolescents‟ romantic notions.

Scholarly works reveals three lines of investigation which suggest that the assumptions about a romantic television consequence may be reasonable. According to Donnerstein, (2001), numerous content studies have revealed that prime-time condition comedies and dramas, soap operas, and music videos integrate numerous orientations to dating and closeness (e.g., Haferkamp, 1999; Heintz-knowles, 1996; Kunkel, Cope Farrar, Biely, Farinola, &; Olson, 1994; Shapiro & Kroeger, 1991; Sherman & Dominick, 1986). Ward (1995), explicitly discovered that television messages have a tendency to describe relationship characters in greater facts. More so, Eggermont and Krol (2005) also introduced television‟s importance on circumstantial features once it comes to sexual circumstances. Also the findings of Brown et al, (1993), went ahead to designate how adolescent girls vigorously understand such contents, thereby associating the hypothesis that adolescents will pay actual attention to these demonstrations. Baran, (1976), went ahead and mentioned that several other authors have hypothesized that young adolescents may even have few options other than to pursue televised patterns. In such situations, uninterrupted opinions of intimacy maybe sporadic, romantic and sexual affiliations are not typically talked about theme not principally with parents (Gordon & Gilgun, 1987), not overlooking the fact that educational agendas frequently focus on biological structures (Huston, Wartella, & Donnerstein, 1998). Greenberg et al., (1993), states that television may consequently have a high well-designed value concerning sex and affiliations. Finally, Ward, (2002), indicates that even though there is still some enquiry about this matter, a number of studies in the wide-ranging field of sexual properties studies have testified significant affiliations. It has been established that the more time adolescents devote viewing television, the tougher they find it to admit their deficiency of sexual capability the less they appreciate their sexual trials the higher they guess the number of sexual capabilities of their peers and the earlier they claim to have witnessed sexual happenings (for an overview, see Ward, 2002).

Applicable studies on television‟s involvement to romantic notions that are available suggest that an affiliation between mutual variables may possibly exist. Sergin and Nabi (2002), reported that adults who watch agendas that comprehend many orientations to more unrealistic opinions about marriage, however Haferkamp, (1999), argues that these viewers presume that partners need to identify perfectly with others and read each other‟s considerations for their romantic affiliation to position and prosper.

Notwithstanding these hypotheses and deductions, questions linger as to whether television broadcasting has a significant control in romantic notions. In divergence with several prior studies, late adolescents were plotted and that involved college students, disregarding Simon et al.‟s (2013) recommendation to focus attention on younger adolescents since results in that age-group are expected to be especially more informative. Finally, instead of engaging broad assessments of approaching romantic affiliations we focused on adolescents‟ particular notions of an appropriate romantic partner.

Schulman & Seiffge-Krenke, (2001), reports that adolescents‟ notion of a romantic partner may be of distinctive prominence. All the same, it is a major developmental task all through adolescence to hypothesize what one can anticipate from parents, friends, and romantic partners. Particularly as they reiterated the fact that romantic affiliation act as a new background for a number of significant structures of an individual‟s private life, through affiliation, attachment, and sexuality, they equally emphasized that adolescents may be especially engaged with endeavors to find out what to anticipate from romantic partners. As a result, these endeavors are likely to triumph during middle adolescence as a replacement of early adolescence. Since young adolescents predominantly are apprehensive with their interpersonal and self-concept, and after that, late adolescents typically have attained the capacity to form stable affiliations. Between these periods, adolescents may develop criteria for defining whether a probable romantic partner is appropriate for them.

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## Hypotheses

Generally, research on partner inclinations reveals that exterior and personality standards may impact relational attraction. Stiles et al, (1987) reported to have found that in appraising the opposite sex adolescents pay important attention to superficial, peer-valued potentials like physical attractiveness. Television may emphasize this attention, as it depicts most women as slim and rounded and men as thin and well-built (Hofschire & Greenberg, 2001). Eggermont et al, (2010) found out that content studies have revealed that television characters meeting this body type model receive significantly more social plunders, often in association with romantic and sexual attainment. Ward (1995) has described physical attractiveness as an important improvement, even a requirement in effective dating on television. The two hypotheses put forward in this study states as follows:

H1: television watching is significantly associated to the rated importance of physical attractiveness in a romantic partner.

H2: television watching is significantly associated to the rated importance of a pleasant personality in an adolescent‟s romantic partner.

## Cultivation perspective

Romance and sexuality-linked television properties have been addressed by cultivation theory (Ward & Rivadeneyra, 1999). The hypotheses of this study depicted upon this theory as well. Morgan & Signorielli, 1990), confirmed that cultivation theory is the most projecting theory on whether affiliations exist between television content and viewers‟ notions of social representativeness. More so "the cultivation hypothesis recommends that over time, heavy viewers of television cultivate views of the world similar to what they see on television" (Bryant & Thompson, 2002, p. 100). Some studies emphasized the beliefs and notions of light and heavy viewers, in which the cultivation hypothesis was supported ensuing significant differences between light and heavy viewers been depicted while the notions of these heavy viewers mirrored televised reality.

However, the cultivation theory has been criticized over the past years and this has evoked some alterations of the leading ideas. Eggermont, (2005), drew attention to two alterations in the light of the introduction of content-specific cultivation properties and apparent similarity. In this light Hawkins and Pingree (1982) have braved the general idea that viewers digest a lasting, uninterrupted flood of relatively uniform messages across most television varieties and that it is the unadulterated amount of complete television watching, regardless of exposure to diverse types of content, that affects reality notions. Instead, they have speculated on altered cultivation effects of different categories of television content. Weaver and Wakshlag (1986), for example, have described results that support this proposal for crime-related cultivation effects. Potter and Chang (1990) also have found that involvement with specific kinds of programs was a far better forecaster of cultivation dealings than overall television watching. However, in her study on television‟s contribution to dysfunctional romantic principles Haferkamp (1999) has found a greater number of significant affiliations with overall television viewing than with specific brands of content. Segrin and Nadi (2002), on the other hand, have found that viewing a large aggregate of romantically themed television content was linked to more uncompromising notion of marriage, while overall television viewing was negatively linked to these notions. Thus, although one might forecast on the basis of Potter and Chang‟s (1990) results that for this kind of investigation, exposure to romance-oriented content is a better predictor than overall television viewing, a changed and conflicting partner of results has developed from Segrin and Nabi‟s (2002) and Haferkamp‟s (1999) studies. Given this lack of clearness, we sought after to address the following research question:

RQ1: Of overall television watching or romantically themed television watching, which assessment displays the strongest affiliation with adolescents‟ notions of an appropriate romantic partner?

RQ2: Does pleasant personality highlight the effect of television watching on adolescent‟s anticipation of a romantic partner?

RQ3: Does direct involvement make the anticipated interaction between apparent similarity and television watching disappear?

The present study thus surveyed the influence of overall and romantically themed television watching on adolescents‟ anticipations of a romantic partner and assessed whether this affiliation is weakened by the apparent similarity of television representations.

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Several authors have contended that adolescents are particularly vulnerable to the impact of romantic and sexual representations because they often want direct experiences. More precisely, various studies on romance and sexually-related television properties have been conversant with the supposition that an innocent adolescent who is challenged with improbable environment of media representations (e.g., Baran, 1976; Greenberg et al., 1993). This postulation embraces two concerns. First, it suggests developing the cultivation perspective together with the concept of apparent similarity of televised representations. This concept, which is a particular aspect of apparent practicality, reflects that notwithstanding the imaginary nature of most television programming, features of televised representations may be understood as in some way comparable to real life (Busselle & Greenberg, 2000). Precisely, this supposition forecasts that television"s influence intensifies as viewers anticipate the representations more genuinely. Numerous television effects investigators have gambled before on this part of apparent similarity (e.g., Ward & Rivadenneyra, 1999), and settled that "individuals who judge the television they watch as more genuine are more likely to be swayed by that content" (Busselle & Greenberg, 2000, p.251). In the context of the present study, this would denote that adolescents who are straightforwardly influenced by the apparent realism of televised romantic representations are more likely to grasp romantic potentials similar to what television exhibits.

:

## Method

### Sample

Even though teenagers cultivate sexual and romantic wellbeing in early adolescence, their real involvements remain partial. Only by the era (age) of 15 or 17, branded an essential period of transition (Connolly, Fruman, &Konarski, 2000), that the number of romantic involvements promptly increases (Feiring, 1996). Therefore, we surveyed adolescents of those ages. Questionnaires were administered to a stratified random sample of students in the main cities of Buea and Bamenda located in the North and South West Regions which is made up of the English-speaking part of Cameroon. A purposeful random sampling method was applied. Firstly, schools were randomly selected from an official list of the Delegations of Secondary Education for each of the two selected regions. Next, to guarantee a sample that is proportionately stratified for in the Anglophone secondary school system, classes were selected in such a way that 40% of the sample consisted of higher education students and 30% each of high school and secondary school students. Consideration was accorded to ensure the representativeness of the significance of people „s social background (Goodwin & Tinker, 2001). Press (1990), for example, had initiated that working-class respond more analytically to uncompromising representations of romance and intimacy.

Following this sample procedure, 2140, 15- and 17-years-olds were asked to complete a questionnaire in their various classes. One thousand eight hundred and forty students returned it (completion rate: 86%). Three hundred students dropped out or changed schools in the period between the initial sampling and the actual data collection or were absent from school that day for several reasons (e.g, illness, fee drive or late coming). The majority of the participants were male (56%). One quarter of their fathers (25%) and 18.4% of their mothers did not go to high schools or dropped out during high school. For 29.6% and 35.4% of participants" parents, respectively, high school was the highest educational degree, and 38.9 and 35.6% finished two or more years of university education.

### Measurement

The questionnaire was divided into several sections. First, the respondents were asked about their television watching manners. Following Van den Bulck"s (1995) assessment technique, which was revised from Rosengren and Windahl (1989), respondents were requested to approximate how many weekdays in a usual week they watch television, and, for each day of the weekend, how many weekend days they watch television each month. Second they assessed for how many hours they watch on a watching day. By multiplying these approximations and averaging the products, the total amount of viewing in one usual week was assessed. Further, respondents indicated to what extend they watched each of life content classifications (romantic programs, series focusing on romantic narratives, two kinds of soap series, and romantic shows). The scores on these items (8-point scales from *never to very often)* were averaged in an amalgamated index of unrealistically themed television content (Cronbach"s α = .68). Next, we used the 3-item version of Rubin"s Perceived Realism scale (1994). But adapted the subject from television content in universally to

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affiliations on television. Respondents were requested to rate the resemblance of televised romance to real-life affiliations on a 5-point Likert-type scale, ranging from 1= strongly disagree to 5 = strongly agree (Cronbach‟sα = .73).

Since the questionnaire would have turn out to be too long, we couldn‟t embrace the complete Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987). Therefore, develop shorter scales; five declarations were selected from the inventory for each of both affiliations. The items selected were assumed to be most illustrative for adolescents‟ opinions of their affective ties with their parents and peer acquaintance, or, more precisely, the apparent straightforwardness of talking with their parents or peer associates about private and passionate topics and the consequential comfort from these exchanges.

Numerous studies have used scales to measure the opinion of the perfect man or woman (e.g., Stiles, Gibbsons, Hardardottir, &Schnellmann, 1987). In these studies, respondents were tested to rate the significance of up to 35 features. From Gibbons and Brusi-Figueroa‟s scale (1999), in which they distinguished physical desirability as a first component, and agreeable personality as a second component, we selected 14 characteristics, 7 believed to designate each component. We rearticulated the original guidelines by asking the respondents not to rate the characteristics for the perfect man or woman, but to in its place rate the desired structures of a romantic partner (on a scale from 0 to 10). Items included: "is sexy", "has a pleasant body", "has self-awareness", "loves children", and "is sociable".

Finally, an assessment of involvements was incorporated. Respondents were requested to account for how many in all they have had one or more girlfriends or boyfriends. All investigates were directed using the Statistical Package for the Social Sciences (SPSS).

## Results

### Initial analyses

One adolescent in four (25.1%) reported never having had a boyfriend or girlfriend. About half of the sample (46%) reported to have spent between at least 1 day and 6 weeks with at least one boyfriend or girlfriend, and 29.9% were involved in one or more romantic relationships for more than 6 weeks. The mean time spent watching television was almost 19 hours per week (*M = 16.6, SD = 10.17,* range = 69), or 2.8 hours every day. The large standard deviation designates great differences exist vis-à-vis watching behavior. The mean score on the 8 –point romantically themed watching index was rather low (M = 2.55, SD = 0.96). The same hold for the mean score of the apparent similarity index (M = 10.14, SD = 2.56).

The main constituents‟ analysis run on the ratings of romantic partner characteristic produced two practically rational factors with eigenvalue greater than 1.0 (see Table 1). The first could be labelled the rated importance of physical attractiveness and includes: "good-looking", "sexy", "beautiful body", "well dressed", and "modern". The second factor included "responsible", "calm", "polite", "self-knowing", and "loves children"; and could the rated importance of a pleasant personality (see Gibbons & Brusi-Firgueroa, 1997). The means of the items in both factors were very much alike, and relatively high: all characteristics were deemed important in romantic partner.

**Table 1 elements Loading of 10 Rated Romantic Partner Features**

| | FACTORS | | |
|---|---|---|---|
| Mean | SD | 1 | 2 |
| Physical attractiveness | | | |
| Good-looking | 7.75 | 2.28 | .91 |
| Sexy | 7.57 | 2.46 | .87 |
| Beautiful body | 7.97 | 2.18 | .81 |
| Well dressed | 7.85 | 2.14 | .61 |
| Contemporary | 7.64 | 2.39 | .56 |
| Agreeable personality | | | |

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| | | | |
|---|---|---|---|
| Responsible | 8.27 | 1.92 | 69 |
| Calm | 7.62 | 2.21 | .69 |
| Respectful | 7.84 | 2.31 | .63 |
| Has self-awareness | 7.48 | 2.27 | .61 |
| Loves children | 8.18 | 2.16 | .51 |
| EIGENVALUE | | 3.53 | 1.77 |
| Variance explained | | 32.08 | 17.05 |
| Cronbach"sα | | .82 | . 71 |

A second principal components analysis (see Table 2) revealed that the expected items conceded the factor Affiliation Peer and the factor affiliation with parent. The overall mean of the value of the peer affiliations was 2.71 (SD=0.71), and of the worth of the affiliation with parents as somewhat better than the affiliation with their parents.

For investigation on this issue, it is realistic to assume that gender is central divergent variable (Greenberg et al., 1993). Separately from the significance of gender alterations in media studies, several inquiries have stated gender alterations in partner-associated inclinations (Goodwin & Tinker, 2000; Reese-Weber & Marchand, 2002). The position of physical attractiveness and agreeable personality in this study showed an important alteration between males and females. Boys found it an additional imperative than girls to have a partner who looks good, $t(424) = -4.09$, $p< .001$, while girls found it more essential than boys that a romantic partner has an agreeable personality, $t(419) = 2.55$; $p< .05$. Furthermore, girl more regularly watch romantically themed television programs, $t(437) = 11.75$, $p< .001$, and observed the affiliation with their peer friends as deeper, $(437) = 11.65$, $p< .001$. due to these alterations, we have decided to perform distinct investigates for both gender groups.

**Table 2 - Element Loading of Affiliations with Peers and Parents**

| | | FACTORS | |
|---|---|---|---|
| Mean | SD | 1 | 2 |
| Relationship with peers | | | |
| My friends are impartially easy to talk to | 3.72 | 0.7 | .83 |
| I can rely on my friends when I need to get something | | | |
| Off my chest | 3.06 | 0.8 | .84 |
| I can tell my friends about my difficulties and worries | 2.45 | 1.3 | .86 |
| My friends help me to appreciate myself better | 2.47 | 1.2 | .84 |
| My friends can tell when I"m troubled about something | 2.62 | 1.0 | .72 |
| *Affiliations with parents* | | | |
| When I am angry about something my parents try | | | |
| To be understanding | 2.34 | 1.4 | .66 |
| I can tell my parents about my difficulties and worries | 2.66 | 1.3 | .79 |
| I can rely on my parents when I want to get something | | | |
| Off my chest | 1.95 | 1.28 | .78 |
| My parents help me to appreciate myself better | 2.35 | 1.3 | .76 |
| My parents can tell when I"m distressed about something | 2.95 | 1.2 | .77 |
| EIGENVALUE | | 3.58 | 2.54 |

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| | | |
|---|---|---|
| VARIANCE EXPLAINED | 35.13 | 25.53 |
| CRONBACH" S α | .82 | .89 |

**Assumption testing**

To control the influence of inclusive television watching, romantically themed television watching, apparent similarity, and the relational effects of apparent similarity and television watching, hierarchical regression analyses were executed. The simulations were built by introducing two blocks of controlling variables: firstly, the educational level of their parents and respondents" own school level, and secondly their romantic involvements and the worth of affiliations with their parents and peer associates. We then went ahead and entered thirdly the amount of overall television watching, romantically themed programs watching, and apparent similarity and fourthly the relational effects of apparent similarity and both television watching variables, as denoted by the product terms.

*Central effects for physical attractiveness.* Results of this investigation for physical attractiveness (see Table 3) disclosed that respondents" educational level was a significant forecaster in the female sample, demonstrating that the lesser a girl"s school level, the further attractiveness matters. The educational level of respondents" parents never extended significance. More so neither respondents" romantic involvement nor their affiliations with peer associates and parents may possibly expressively predict the prominence of physical attractiveness to either gender cluster. The bulk of overall television watching, had a substantial influence. To dense viewers, more than to dainty viewers, physical attractiveness truly matters. The approximations for romantically themed television apparent similarity were not momentous. In that light the first hypothesis was sustained for overall television watching, but not for romantically themed television watching. As for research question one, this result suggests that overall television watching is a better forecaster. The aggregate amount of variance described by the first three blocks was 9% in the male and 16% in the female illustration; 3% of the variance was accounted for by the

**Table 3 Correlational Exploration and Hierarchical Regression Exploration of Physical Attractiveness**

| | Physical attractiveness | | | |
|---|---|---|---|---|
| | Boys | | Girls | |
| | r | B | r | B |
| *Block one: Educational Levels* | | | | |
| School level of respondent | 15* | -.05 | -. 25*** | -.l7* |
| Father"s school level | -.045 | .03 | -.11 | .06 |
| Mother"s school level | -.05 | -.04 | -.12 | -.05 |
| Change in $R^2$ | | .03 | | .06*** |
| Incremental $R^2$ | | .03 | | .06*** |
| *Block two: Affiliation Variables* | | | | |
| Romantic involvements | .05 | -.06 | -.08 | -.12 |
| Affiliations with parents | .08 | .07 | .10 | .06 |
| Affiliation with peers | .11 | .08 | .09 | .08 |
| Change in $R^2$ | | .03 | | .05* |
| Incremental $R^2$ | | .05 | | .12*** |
| *Block three: Television Variables* | | | | |
| Overall TV watching | .25*** | .20** | .27*** | .16* |
| Romantically themed | .04 | -.05 | .21** | .09 |

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| | | | | |
|---|---|---|---|---|
| watching | | | | |
| Apparent similarity | .14* | .09 | 25*** | .11 |
| Change in $R^2$ | | .05* | | .05* |
| Incremental $R^2$ | | .07* | | .14*** |
| *Block four: Relational effects* | | | | |
| Apparent similarity overall TV | .00 | .00 | -.04 | .08 |
| Apparent similarity * romantic TV | .07 | -.03 | -.19** | -.08 |
| Change in $R^2$ | | .00 | | .00 |
| Final $R^2$ | | .07* | | .14*** |
| *F* | | 1.74 | | 3.52 |
| *Df* | | 11/214 | | 11/202 |

Note. β designates homogeneous beta coefficients from final regression equations with blocks of variables included. * p <.05; ** p <.01; p <.001

*Central effects for agreeable personality*. As for the prominence of an agreeable personality for respondent‟s school level was a significant forecaster: teenagers in a less challenging program presume their partners more to have an agreeable personality. Furthermore, involvement with romantic affiliations portrayed significance in the female exemplary, indicating that girls who used up more time having a romantic affiliation bestow less worth to a prospective partner‟s agreeableness. More so, a significant aggregate of variance was accounted for by the value of the affiliation with parents, as well as with peer associates in the male sample. Boys who have deprived affiliations with their parents as well as peer find an agreeable personality less essential in the female mockup. This conclusion only held for the eminence of the affiliation with parents. Lastly, for the television variables, only the aggregate of overall television watching considerably could forecast the prominence of an agreeable personality. The suggestion made is that they regularly watch television more frequently, and suppose a romantic partner to have personality. The second hypothesis was sustained for overall television understanding of romantically themed television watching. In understanding with the first research question, this suggests that overall television watching is a better forecaster. The additional variance elucidated by the television variables was 4%. The total amount of variance expounded by the first three blocks was 25% and 26%.

*The relational effects and the role of direct involvement*. The regression models also displayed that the fourth block of variables never contributed significantly to the elucidated variance. None of the relational effects amongst apparent television watching was significant. As regards research question two, this means that the magnitude of the affiliation among television watching and the prominence of physical attractiveness and an agreeable personality neither rises nor declines among respondents who rated the relationship of televised representations to real life higher.

## Discussion

This study sought to investigate the effect of watching television on adolescents‟ outsets of romance. The justification behind it was stimulated by Furman and Simon‟s (1999) outline of possible dominant factors in adolescents‟ romantic growth. Attention was focused on whether television content assists as a basis of connotation about a appropriate romantic partner. This effect was observed using regression analyses, from which numerous inferences could be drawn.

First, this study aimed at discovering the influence of watching television when controlling for quite a few hypothetically pertinent variables. However, we remarkably noticed that the approximations of these other variables very often were not significant, particularly not in the attractiveness mockups. In the personality sample, some were substantial. This has to do with the respondent‟s school level, indicating that adolescents

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who monitor a less problematic program in school expect a romantic partner to be further agreeable. This is different from the findings of Press (1990) who had reported on working-class women as being precarious on unrealistic illustrations of romance. Also, adolescents who testified having a good affiliation with their parents attributed more prominence to an agreeable personality. The assumption from attachment theory that a warm home environment makes adolescents expect a warm romantic relationship is supported. As for respondents‟ relationships with their peers, boys who have a good relationship with their peer friends expect more to have a pleasant partner. This variable was net significant in the female sample

Secondly, the results provide incomplete endorsement of the hypotheses in that the aggregate of overall television watching was associated to teenagers‟ anticipation of a romantic partner. With regards to the first hypothesis, on physical attractiveness, respondents‟ school level and overall television watching were significant forecasters in the female exemplar. In the male mockup, the amount of time boys consumed in front of the television screen was the lone variable that could forecast the estimated prominence of looking good. The discoveries of this study propose that physical attractiveness is essential to all boys, regardless of their upbringing, and also that dense television watching reinforces the idea. The everyday presence of beautiful women on the screen and the depiction of good looks as an indispensable circumstance for efficacious socializing (Hofschire & Greenberg, 2001) highlight how boys treasure it indispensable that girls are looking nice. A parallel conclusion holds for girls too. Commonly, the physical attractiveness of a probable romantic partner is less essential for girls than boys. Yet, in the female mockup as in the male model, watching television seems to emphasize the impression that a partner desires to look good.

Hypothesis two, on the prominence of a agreeable personality, was buttressed by analogous confirmation. Girls thought it more imperative than boys that a probable partner has agreeable personality. Notwithstanding that, on the other hand, the results of this study advocate that both male and female heavy audiences make higher burdens with respect to personality potentials.

One straightforward clarification for the inadequate role of direct involvement may be due to the fact that romantic involvements of 15- and 17-year-olds are not gorgeously abundant to compensate anticipations, which, if fashioned by television, have been refined over years of watching. Segrin and Nabi‟s (2002) with reference to the Disney World series “be my bride” which is a presentation of marriage in children‟s media and their recommendation that the expansion of romantic notions beginning during childhood may not be questionable. A second justification for this discovery may be the manner in which adolescents identify their uninterrupted involvements. They could interpretation their romantic and sexual involvements as ordinary try out, supposing that the actual thing has not yet been initiated. Uninterrupted involvements do not transition flanked by watching television and affiliation potentials due to the fact that direct involvements materialize in the contemporary, whereas the image nurtured by television is about the impending.

To conclude, the findings highlight that watching television is associated to adolescents‟ impression that a romantic partner desires to be gorgeous and have an agreeable personality. This seems to be factual among both knowledgeable and untried adolescents. In the perspective of television properties research, which has concentrated largely on somewhat realistic appraisals, it looks astonishing that watching television was established to be associated to an exclusively reserved and personal disposition as one‟s prospects of a romantic partner. Attachment theory on the other hand has termed responsiveness to a flawless melting down such emotional state and friendly behavior to the impact of traditional, representative illustrations, such as televised portrayals.

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# Impact of covid-19 on administration of primary school in nigeria

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**ABSTRACT**

*This article discussed the impact of COVID-19 on primary school administration in Nigeria. Secondary data was used in the paper. The secondary data were sourced from both print and online sources. The paper identified the following: suspension of teaching programme, suspension of internal examination, suspension of extra-curriculum programme, discruption of academic programme and inability to enroll new students into primary school as of when due as the impact of COVID-19 on the administration of primary schools in Nigeria. The paper recommends that the government should increase the funding of primary school education and integrate the primary school education to online model.*

***Keywords:*** Administrators, COVID-19, Primary School, Impact

## 1.0 Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is tracking the impact of the pandemic on education. As of March 30, they estimate that 87 percent of the world's students—that is 1.5 billion learners—have been affected by school closures. The bulk of these students are enrolled in primary and secondary schools, but there are also millions of students affected at the pre-primary and tertiary education levels. More than 180 countries have shut school doors nationwide, while others have implemented localized school closures (Wikipedia, 2020). The outbreak of the COVID-19 compelled the Nigerian government to join the rest of the world and shut down all her educational institutions. The primary school education is one of the most affected forms of education in Nigeria because it has the largest enrolment of students in Nigeria. This article aimed at discussing the impact of COVID-19 on the administration of primary school in Nigeria.

## 2.0 Concept of COVID-19

According to the World Health Organization (WHO), coronaviruses are a family of viruses that cause illnesses ranging from the common cold to more severe diseases such as severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS). These viruses were originally transmitted from animals to people. SARS, for instance, was transmitted from civet cats to humans while MERS moved to humans from a type of camel. Several known coronaviruses are circulating in animals that have not yet infected humans. The name coronavirus comes from the Latin word corona, meaning crown or halo. Under an electron microscope, the looks like it is surrounded by a solar corona. The novel coronavirus, identified by Chinese authorities on January 7 and since named SARS-CoV-2, is a new strain that had not been previously identified in humans.

Chinese health authorities are still trying to determine the origin of the virus, which they say likely came from a seafood market in Wuhan, China where wildlife was also traded illegally. On February 7, Chinese researchers said the virus could have spread from an infected animal species to humans through illegally-trafficked pangolins, which are prized in Asia for food and medicine. Scientists have pointed to either bats or snakes as possible sources of the virus.

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According to the WHO, signs of infection include fever, cough, shortness of breath and breathing difficulties. In more severe cases, it can lead to pneumonia, multiple organ failure and even death. Current estimates of the incubation period - the time between infection and the onset of symptoms - range from one to 14 days. Most infected people show symptoms within five to six days. However, infected patients can also be asymptomatic, meaning they do not display any symptoms despite having the virus in their systems. (Wikipedia, 2020)

On 27 February, Nigeria confirmed its first case in Lagos State, an Italian citizen who works in Nigeria had returned on 25 February from Milan, Italy through the Murtala Muhammed International Airport, fell ill on 26 February and was transferred to Lagos State Biosecurity Facilities for isolation and testing. Presently, Nigeria is having 199 covid-19 cases, two death and twenty recovered. In order to contain the spread of the virus in Nigeria, the Federal Ministry of Education has directed all educational institutions in Nigeria to shut down and allow students to go home as cases of reported COVID-19 increased to 13. The Permanent Secretary in the Ministry of Education, Sonny Echono, told reporters on 19 March that the directive was part of the country's overall strategy to contain the spread of the virus (Wikipedia, 2020).

The directive affected all the educational institutions in Nigeria including the primary schools. All aspects of the educational system was affected. Deborah Jegede (2020) observed the temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic across the World has negative effect on students learning. The Covid-19 pandemic, in no small measure, has adversely affected primary education, especially in the area of literacy ability (Osiesi, 2021, Bao, Qu, Zhang, Hogan & Tiffany, 2020) as well as effective learning among learners.

**2.0 Concept of School Administration**

The responsibility for administering the education sector in Nigeria is shared among the federal, state and local governments. Thus, in the country's constitution, education is on the concurrent list, but the Federal Government is empowered to regulate all its sectors, engage in policy formation and ensure quality control. Also, the provisions of the constitution allow each tier of government to focus its responsibilities mainly on a sector of education. The Federal Government is involved directly in tertiary education. The states take care of secondary education, while the local governments handle primary education. The administration of primary school /universal basic education is under the local government council (NEEDS,2014). According to Ogunode (2020) administration is the process of arranging institutional resources to realize the objectives of the institution. Administration is very germane to the realization of the school's objectives – indeed, the success of the school system depends largely on the administration of the school is handled. The teachers, students, non-teaching staff and resources must be efficiently arranged, monitored and controlled, so that they would work harmoniously according to (educational plan) (Noun 2008). The National Policy on Education (2013) emphasizes the success of the entire educational system on proper planning, efficient administration and adequate funding. School administration is the process by which principles, methods and practices of administration are applied in educational institutions to establish, maintain and develop such institutions in line with the goals of the institutions. School administration implies the arrangement of the human and material resources and programme available for education and carefully using them systematically for the achievement of educational objectives (Noun,2008).

According to Ogunode (2020) there are two dimension of educational administration. The external and the internal administration. The external administration is handle by the various

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agencies and commissions established by the government to oversees the supervision and formulate policies for some specific educational institutions while the internal administration is handle by the school administrators appointed to administer and supervisors the school with the aims of achieving its objectives. The internal administration is also known as the school administration. According to Akinwumi & Jayeoba (2004) school administration is the scientific organisation of human and material resources and programmes available for education and using them systematically and meticulously to achieve educational goals. School administration is the arrangement of the human and human resources of the school in an effective and efficient ways to achieve the objectives of the school. School administration refers to systematic application of both human and material resources for deployment in the school business with the aims of actualizing the objectives of the school. School administration is involves the coordination, supervision and utilization of school resources for the implementation of school programme with the objectives of attaining the school goals. School administration deals with planning, organizing, staffing, supervising, coordinating, motivating and inspecting all school programme with the aims of realizing the objectives.

Primary school administration involves planning, organizing and providing human and materials resources (manpower) and ensure effective leadership with the aims of realizing the objectives of the primary school and to bring about the desired change in the children's behaviour. The function of the school administration is summarized as follows:

(i) production and management of resources (human and materials) needed to support organizations and its programe
(ii) supervision of instructional activities in the school system
(iii) obtaining and training personnel
(iv) providing leadership for curriculum
(v) maintaining peaceful co-existence between the school, the community and the external agencies
(vi) influencing staff behaviour
(vii) discerning and influencing the development of goals and policies
(viii) evaluating the effectiveness and efficiency or otherwise of the school
(ix) initiating work activities
(x) grouping the tasks into activities
(xi) defining the task to be done
(xii) taking remedial action if the objectives are not being met
(xiii) supplying incentives to stimulate productivity (Noun,2008).

The function of school administration also include: planning, organizing, coordinating, controlling, staffing, supervision and quality assurance. Etuk (2007) outlined the following as functions of school administration: staff personnel administration, student personnel administration, finance and physical resources, and school community relationship management. School administration also include: curriculum development, instructional supervision, organization of staff development, provision and utilization of instructional materials, maintenance of school physical facilities and planning of institutional academic programme. The function of school administration specifically include: Coordination of teaching programme, planning of school calendar, allocation and distribution of financial resources, staffing, supervision, coordination of extra curriculum programme, community relation, staff development, promoting positive school culture, organization of academic programme and coordination of students programme, coordination of counselling programme, implementation of exam programme and quality assurance. For the purpose of this

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paper, the following function of school administration will be used: implementation of teaching programme, implementation of school internal examinations, implementation of extra-curriculum programme, supervision of instruction and admission of new students.

**4.0 Concept of Primary School**

Primary education is the bedrock on which other levels of education are built. The National Policy on Education (2013) refers to primary school education as ―education given in an institution for children‖ normally aged 6-11. This is the level that prepares pupils for Secondary Education. It is necessary that basic skills are inculcated into learners as specified in the objectives. The primary education, globally, is the basis of formal education. It is the thread that connects other higher levels of learning, developing in young minds the very skills, experiences and knowledge for a tougher and higher pursuit in academics (Osiesi 2020). Through primary education, the art and act of writing, reading, acquisition of necessary skills, attitudes and the basic information needed for appropriate adjustment into the society and the world in general is imbibed. This level of education is paramount to the core advancement of many economies, a reason for its inclusion into the Millennium Development Goals of the universal primary education. Various problems ranging from insecurity, illiteracy, religious violence, ignorance and political servitude in Nigeria for example, can be curbed or eradicated by the aid of primary education. This has caused most governments (Nigeria included) to make primary education free and declare it universal and compulsory (Osiesi 2020, Kubiat, 2018). The primary school or basic education is expected to be free and compulsory for Nigerian children. It begins at the age of six and consists of six years of primary schooling and three years of junior secondary schooling. Subjects taught at the primary level include mathematics, English, religious knowledge, basic science and technology, and one of the three major Nigerian languages (Hausa, Igbo and Yoruba) (NEEDS, 2014). The goal of primary education is to inculcate functional literacy and numeracy, develop the ability to communicate effectively, and enhance positive attitudes towards cooperation, work, community, national development and continuing learning (NEEDS,2014, UNESCO, 2011). The National Policy on Education (2013) stated the objectives of primary education as follows:

a. The inculcation of permanent literacy and numeracy and the ability to communicate effectively.

b. The laying of a sound basis for scientific and reflective thinking;

c. Citizenship education as a basis for effective participation in and contribution to the life of the society.

d. Character and moral training and the development of sound attitudes;

e. Developing in the child the ability to adapt to his changing environment;

f. Giving the child opportunity for developing manipulative skills that will enable him function effectively in the society within the limits of his capacity and;

g. Providing basic tools for further educational advancement including preparation for trades and crafts of the locality. According to Osiesi (2020), the functions/importance of primary education across Nigeria is: to help learners master the art of writing, reading and Arithmetic, to help learners develop and be of good conduct and behavior and to help learners in acquiring vital skills and appreciate the worth of manual labour. The curriculum for the first six years of basic education is discipline-based, and addresses the goals of primary education. Seven main subjects are specified in the curriculum. These are language arts, elementary science, mathematics, social studies, cultural arts, agriculture and home economics. Student evaluation at the primary education level is now carried out by a system of continuous assessment, as the

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primary school leaving certificate examination has been abolished. Consequently, Nigerian children are expected to have a continuous, uninterrupted stretch of education for nine years from primary school to the third year of the junior secondary school (NEEDS,2014, Labo-Popoola, Bello and Atanda, 2009). An indispensable purpose of primary education is to effectively communicate skills that will assist pupils to be pertinent to the social and economic development of their nations. Hence, primary educations aim at giving rise to a literate population and prepare the footing for the secondary and higher education (Osiesi, 2020).

**5.0 Impact of COVID-19 on the Administration of Primary School in Nigeria**

There are many impacts of COVID-19 on school administration but in this paper, the following impacts will be discuss: the impact of COVID-19 on implementation of teaching programme, implementation of school internal examinations, implementation of extra-curriculum programme, supervision of instruction and admission of new students.

**5.1 Implementation of Teaching Programme**

Ensuring effective implementation of teaching programme is one of the major function of school administration in the primary school. It is the duties of the school administrators to ensure teaching programme are carried out in the primary school every school days. Teaching is the act of imparting knowledge and skills on the learners. Teaching is the transfer of knowledge to the students. Teaching process consists of the teachers, students and the instructions. Teaching programme is a major activities primary schools carries out. The teaching programme in all Nigerian primary school was suspended because of the outbreak of COVID-19. The Nigerian government order the closure of all educational institutions in the Country which include the primary schools across the country. The order given by the government because of COVID-19 led to closure of all primary schools in Nigeria affecting the administration of primary school education. The COVID-19 affected the teaching programme of the primary schools across the country. The outbreak of COVID-19 have affected all educational institutions leading to the shutdown of teaching and learning, (Ogunode, 2020). The pandemic has negatively impacted the regular teaching and learning schedules of the educational systems of the most parts of the globe, causing a major setback in providing quality teaching and learning and necessitating digital learning (Lindzon, 2020; Karp & McGowan, 2020). Ogunode N J, Abigeal, I. ,Abashi L, A. (2020) observed that teaching and learning in all Nigerian higher institutions and across the world have been put to hold because of the COVID-19 virus. Teaching and learning have been put to hold in all the Universities, Poly-techniques and colleges of education in the country as a result of COVID-19 pandemic. The implication of this is that many Nigerian students will not be in the schools for a period of one month or even more implying that they will be idle.

**5.2 Implementation of School Internal Examinations**

School administration is saddle with the responsibilities of ensuring the exam programme of the schools are conducted at the end of every term. In Nigeria, the primary school writes three exams. The first term, second term and third term examination which is the promotion examination. Examination is one of the crucial programme of the school. It supersede all other programme because it evaluates the students' progress academically (Psych-motor domain, affective domain and cognitive domain). Examination is a crucial programme in the life of a school. It is seen as a mechanism by which a learner's achievement is determined in the three domains - psychomotor, affective and cognitive – through a set of instruments under the supervision of an examiner or examiners (Atanda and Lameed, 2006). The teaching-learning process aims at enhancing cognitive, affective and psychomotor domains of the students. The indicator that feeds the school system back

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on whether the essence of teaching-learning process has been achieved is examination results. Though, there are other approaches to determine students' level of achievement like homework or assignment, project and others, they are complementary. These are added to school-based examination to make hundred percent (Noun, 2009). Noun (2009) submitted that there are two types of examination. Internal and external examination. Internal examination is conducted within the school by the school management in conjunction with teachers handling different classes. The examination could be terminal (examination conducted on termly basis) or promotional examination which is done at the end of a session to decide who will transit to the next class among the pupils and those who are to repeat the same class. External Examination is conducted by the external body saddled with the responsibility to do so in conjunction with the school management. The outbreak of COVID-19 which led to the closure of educational institutions in Nigeria in order to curtain the spread of the virus led to the suspension of second term examination of all primary schools in Nigeria affecting the administration of the school. Many educational institutions were affected because the closed order came when majorities of the educational institutions in Nigeria are writing both external and internal exams across the country. Researchers like agreed that COVID-19 pandemic affected the internal examination of educational institutions,(Ogunode, 2020,).

### 5.3 Implementation of Extra-Curriculum Programme

Implementation of extra curriculum programme is another function of primary school administration. Extra curriculum programme or activities are carried out outside the classrooms. It is aim to give the student practical experience. A school is an organization of many activities and programmes packed for the accomplishment of stated objectives. Thus, there are extra-curricular activities in which pupils engage outside the class work in primary schools to complement classroom exercise. Some examples of extra-curricular activities that take place in primary schools are: debate and quiz competitions, association/society day/week, field trip/excursion, end-of-year programme and inter-house sports. These are the activities that students are exposed to in the school which complement the activities in the written curriculum. The school administration coordinate the extra curriculum with the subject teachers to ensure effective implementation. The outbreak of the COVID-19 and the government directive on closure of all educational institutions led to the suspension of all extra-curriculum progrogramme in the Nigerian primary schools. Jim (2019) submitted that the COVID-19 pandemic have led to suspension of all school programme which is affecting teaching and learning and other school programme. Ogunode (2020) did a study that looked at the effects of COVID-19 Schools Close Down on the Senior Secondary School Academic Programme. Result collected revealed that and 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has led to the suspension of all extra-curriculum activities in Senior Secondary Schools, 80 (100%) of the respondents strongly agreed that COVID-19 Schools close down affected the academic programme of Senior Secondary Schools; 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of internal and external examinations reduction in investment on education; 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has led to suspension of teaching and learning in Schools; 80 (100%) of the respondents strongly agreed that COVID-19 schools close down has affected the academic calendar of senior secondary schools.

### 5.4 Admission of New students

Admission of new students into the school is a major function of school administration. The school is mandated to enroll students for learning. It is the culture of school admission to ensure children are admitted into the school every new academic section. In 2020, many primary school in

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Nigeria do of admit new students because of the COVID-19 pandemic which led to the closure of all educational institutions in Nigeria and the rest of the world. The function of the school administration in that respect was disrupted and all admission processes was suspended. Because, the pandemic affected not only teaching, but also administration and the eligibility of applicants, it is possible that universities will make changes to their admissions processes, and postpone application deadlines.(https://www.study.eu/article). According to the Institute of International Education, three-quarters of American colleges and universities have reported the negative impact of COVID-19 on recruitment this year. It is important to keep in mind that 370,000 students, or 33.7% of America's total international students, are from China. Decreased enrolment of Chinese students has already impacted the economies of Australia, New Zealand and Canada. Source (World University Facebook News,2020). COVID-19 have affected the school admission and denial many children educational opportunities.

**5.5 Discruption of Academic Calendar**

Another function of the school administration is to ensure that academic calendar of the school is planned and implemented as planned. The school administrators is saddle with the responsibilities of ensure academic calendar is planned, resources for implementation are organized and the calendar is implemented as planned. In Nigeria, every educational institutions through the school administrators plans their academic calendar following the National policy on education guideline. The Primary school academic calendar for 2019/2020 academic section was disrupted by COVID-19 pandemic and this affected the administration of the primary schools. Many teachers could not teach and students could not learning because the primary schools were closed down. Ogunode (2020) carried out a study with the objective of investigating the impact of COVID-19 pandemic on higher institutions in FCT, Abuja, Nigeria. The result showed that 100% of the respondents agreed that COVID-19 pandemic have led to the suspension of academic calendar of higher institutions in FCT, Abuja, larger percentage of the respondents believes that COVID-19 pandemic have led to the suspension of research programme of higher institutions in FCT, the majorities agreed that COVID-19 pandemic have led to the suspension of community service of higher institutions in FCT, Abuja. Jegede (2020) did a study to find out the perception of undergraduate students on the impact of covid-19 pandemic on higher education development in Federal Capital Territory, Abuja, Nigeria. Result collected and analyzed showed that;100% of the respondents agreed that COVID -19 pandemic affected the academic calendar of higher institutions; 90.5% of the respondent agreed that COVID -19 pandemic would have effect on implementation of higher institutions financial budget for 2020; 94.5% of the respondents agreed that COVID -19 pandemic have relationship with reduction of manpower in higher institutions; 100% of the respondents agreed that COVID -19 pandemic have relationship with the cancelation of academic conferences of higher institutions and 89% of the respondents agreed that online education is the alternative measures for conversional in class teaching and learning for future occurrences of any pandemic. Ogunode, Abigeal, ,Abashi (2020) submitted that due to the COVID-19 pandemic that led to the closure of educational institutions in the country, many universal basic schools in the country are in the process of starting their second term examination while other basic schools in some states have started their second term examination but the federal government directive on the closure of all education institutions made all the basic schools in the country to suspend their internal second term examination. The COVID-19 pandemic have directly disrupted the universal basic schools exams in Nigeria. (15) Submits that the global lockdown of education institutions is going to cause major (and likely unequal) interruption in students' learning; disruptions in internal

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assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative.

**6.0 Conclusion and Recommendation**

School administration deals with the arrangement of human and materials resources for the actualization of the school objectives. School administration is vital for the realization of the primary school objectives in Nigeria. Primary education is very important for the reduction of illiteracy and out of school children in Nigeria. Primary school is one of the key to the social, economic and political development of the country. The national lockdown of educational institutions as a result of COVID-19 pandemic in Nigeria especially the primary schools have affected the administration of primary school in Nigeria. The impact of the COVID-19 on the administration of primary school education include: suspension of teaching programme, suspension of internal examination, suspension of extra-curriculum programme, discruption of academic programme and inability to enroll new students into primary school as of when due as the impact of COVID-19 on the administration of primary schools in Nigeria. Based on this problems, to bridge this gap, this paper recommends that:

1. The government should provide special fund for Primary education to enable the schools manage all the damages caused by the COVID-19 school close down.

2. The government should immediately embark on the integration of all primary schools into e-learning. Administration of schools should be switch online to admit new students.

3. The Nigeria government should provide portable solar radios for poor family especially those living in rural areas. This will provide the opportunities for basic school children to continue learning and those who cannot access digital learning in this period of pandemic.

4. School administrators and teachers of primary schools should be trained on how to deliver e-learning and lesson through radio. Teachers should be trained through virtual platforms.

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# Problems Facing Academic Staff of Nigerian Universities and the Way Forward

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**ABSTRACT**

*The article discussed the problems facing the academic staff of Nigerian universities. Secondary data was used to support the points raised in the article. The secondary data were sourced from print material and online publications by recognized institutions and individual authors. The article identified the following as the problems facing the academic staff of Nigerian universities to include; poor motivation, teaching of large class, poor staff development programme, inadequate infrastructural facilities, strike actions, insecurity, poor computer literacy and poor research funding. To solve these challenges, this article recommends: that government should increase the funding of university education, increase the funding of research programme, motivate the academic staff, provision of effective staff development programme, provision of infrastructural facilities, implementation of union agreement, provision of adequate security and ensure effective capacity development programme on ICT.*

***Keywords:*** *Problems, academic staff, Nigerian Universities*

## 1.0 Introduction

The National Policy on Education (FGN, 2004), defines Higher Education as the Post - Secondary Section of the National education system, which is given by Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training colleges, Correspondence Colleges and such Institutions as may be allied to them. According to Adeyemi (2001), Higher Education refers to a system which embraces much of the country's research capacity and reproduces majority of the skilled professionals that are required in the labour market. Peretomode (2007) sees higher education as the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural, health and industrial development of a nation as higher education institutions are key mechanisms increasingly recognized as wealth and human capital producing industries. Obanya, (1999) views higher education to embody all organized learning and training activities at the tertiary level. This includes conventional universities, those with the conventional arts, humanities and science faculties as well as specialized universities like institutions specializing in agriculture, engineering, science, and technology. It also includes post-secondary institutions such as the polytechnics and colleges of education. "Higher Education" includes all forms of professional institutions drawing from the available pool of persons who have completed a various forms of secondary school education: Institution of the military, the police, nurses, agriculture, forestry, veterinary workers, catering services, tourism, secretarial services and other possible combinations of programmes. Even this wide spectrum does not exhaust the possibilities of forms of Higher Education such as non formal higher education. Indeed, any situations in which mature persons are organized for building up their knowledge and skills, to apply knowledge to the analysis and search for solutions to life problems." The Nigerian higher education system is comprised of Universities, Polytechnics and Colleges of Education offering programs in areas such as teacher education and agriculture. It is

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the largest and most complex higher education system on the continent. Bernett (1997) defines higher educational institutions as unique institutions which is differentiated from others in terms of research and its managers are designated as Provost, Rector, and Vice chancellor. Higher education is the education for the production of manpower and for aiding social, economic and technological development of a country. The university is the apex of all tertiary institutions. It is expected to make optimum contribution to national development by:

(a) Intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of national requirements.

(b) Making professional course content to reflect our national requirements.

(c) Making all students, as part of a general programme of all-round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge and nationalism.

For the university education to make significant impact on national development, its research has to be relevant to the national development and its results disseminated to both government and industries. The goals of tertiary education, according to the National Policy on Education (2004) are as follows:

(a) contribute to national development through high level relevant manpower training.

(b) develop and inculcate proper values for the survival of the individual and society.

(c) develop the intellectual capability of individuals to understand and appreciate their local and external environments.

(d) acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.

(e) promote and encourage scholarship and community service.

(f) forge and cement national unity, and to

(g) promote national and international understanding and interaction.

The policy document added that, tertiary institutions shall pursue these goals through: Teaching; Research and development and Community services

The realization of the goals of universities education depend among other thing on the availability and motivated academic staff and non-academic staff. The academic staff are key member of the universities system. The roles of the academic staff in the actualization of the university programme cannot be underestimated. The academic staff are the engine room of the university system. They determines the quality of the system. The academic staff are the implementer of the school curriculum. They plan the lesson, organizes the instructional resources, prepare the note and deliver the lecture.

The academic staff are also builder of manpower or producers of manpower for the country. Folunso, Adewale and Abodunde (2014) have asserted that job performance of academic staff is important because good quality tertiary education is an important avenue towards nurturing the teachers needed for Universal Primary Education; the experienced doctors, nurses and community workers needed for better welfare and health facilities, the accountants, economists and journalists required for better private business and better governance. They also maintained that for higher education to develop the capacities mentioned, it must ensure that their staff are well motivated in order to contribute to the quality needed for socio-economic and political development.

The achievement of the higher education goals depends on the quality of educational resources available to the various institutions and the conducive of the working environment. Human resources function well in an atmosphere that is conducive. Adetoro (2009) and Charles, (2012) classifies educational resources into human, physical and financial resources. These are potential inputs of the institution that enable the institution to achieve its objectives if they are effectively managed. They are the pre-conditions for successful implementation of school programmes and whenever this condition is not fulfilled, the ability of the teaching staff to perform his/her task will be

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greatly hampered. In view of the above, the researchers were motivated to discuss the challenges facing the academic staff of Nigerian universities.

## 2.0 Concept of Academic Staff

Academic staff also known as faculty members are key component of higher institutions especially the universities. Academic staff as the name implies are professional that handles the teaching, research programme of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated because the academic staff are the implementer of the instruction in the educational institutions. Academic staff as a professional personnel in charge of teaching or lecturing in the higher institutions. The Academic staff members are the teaching staff of the tertiary institutions. They are called lecturers. They are involved in three major functions in the institutions which are teaching and researching and community services. The academic staff are categorized into Graduate Assistant, Assistant Lecturer, Lecturer II, Lecturer I, senior Lecturer, Associate professor/Reader and Professors. Academic staff are critical factors in the higher education goals attainment. Without them, the goals of higher education in the country cannot be achieved. Teachers are the main determinant of quality education; if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, anti-social, the whole nation is doomed. If they are ignorant in their disciplines and impart wrong information, they are not only useless but dangerous. The kind of teachers trained and posted to the schools may well determine what the next generation will be ((NERC, 1980).

The professional qualities of the academic staff includes; commitment to academic research,commitment to high quality teaching and fostering a positive learning environment for students, commitment to continuous professional development and commitment to public communication. The professional skills of academic staff also include; excellent interpersonal, oral and written communication skills; ability to conduct high quality research which is reflected in the authorship of high quality; publications, or other research outputs, in the areas of computer science; ability to manage time and work to strict deadlines and ability to teach and to supervise academic work by undergraduates, masters and doctoral students. The main duties and responsibilities of academic staff in the higher institutions include:

(a) to teach at undergraduate and graduate level in areas allocated by the Head of Department and reviewed from time to time by the Head of Department;

(b) to carry out research and produce publications, or other research outputs, in line with personal objectives agreed in the Staff review process;

(c) to obtain research funding support;

(d) to engage with the broader scholarly and professional communities;

(e) to supervise or assist with supervision of undergraduate, taught graduate (Masters) or research graduate (MPhil/PhD) students;

(f) to contribute to the development, planning and implementation of a high quality curriculum.

(g) to assist in the development of learning materials, preparing schemes of work and maintaining records to monitor student progress, achievement and attendance;

The teaching role involves preparing and delivering of lectures, supervision of students in industrial training, final year project, post graduate students, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels –example; sports, graduation, convocation etc (Uchenna, Maureen & Anthony, 2018). Teaching and research are the core functions of a lecturer and their quality can be improved by hiring the best scholars and empowering them with good incentives (Goodall, 2013).

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The employment of teachers in different tertiary institutions takes different forms. Mgbekem, (2004) submitted that the minimum entry qualification of a teaching staff into polytechnic is Bachelor's degree in relevant field. In Colleges of Education, the National Commission for Colleges of Education (NCCE) requires that candidates to be considered for appointment should have, in addition to first degree, some qualification in education. This means that they have to be certified as professional teachers. The minimum academic qualification required for appointing a university teacher in Nigeria is Master's Degree. Occasionally, "persons who earned high quality Bachelor's degrees are given positions of Assistant Lecturer", while in some cases, "those who have Second Class (Honours) Upper Division are given the job of a Graduate Assistant". (Mgbekem 2004) Further noted that those appointed without the doctoral degree are130 expected to work and grow through promotions and acquisition of Master's and Doctoral Degrees in their areas of specialization. Nevertheless, for university lectureship, there is an emphasis by the NUC that the minimum requirement should be a doctoral degree. Government expects that "persons with Third Class (Honors) and Pass degrees are never considered for lectureship appointment (Mgbekem, 2004)). To demonstrate her keen interest in teachers' professionalism, government emphasized in the National Policy on Education, that all teachers in tertiary institutions shall be encouraged to undergo training in the methods and techniques of teaching". To this end, some of the teachers in the universities who are not certified teachers have enrolled for courses leading to the award of a Post Graduate Diploma in Education (PGDE) (Noun, 2008).

Yohanna& Simon (2013) submitted that the place of academic staff in any academic institution cannot be overemphasized. The academic staff of any University are equally the intellectual resource pool of the University. Of course, no University is superior to its teaching staff. The type, quality, and quantity of lecturers in the nation's University system for the achievement of its goals and objectives are very crucial to its success. In particular, the higher the quality, the better the graduates who are often than not better equipped and more likely to excel in their chosen careers. Akpotu, &Nwadiani, (2003) observed that the academic staff of universities contributes greatly to the work force of a country. They are academies that have acquired much education and are expected to give back to the society; by imparting acquired knowledge to the coming generation. In order for the goals of tertiary education to be effectively achieved, the National Universities Commission (NUC) 2014 made the Doctor of Philosophy (Ph. D) degree the minimum teaching qualification for academic staff in Nigeria universities.

### 3.0 Problems facing Academic Staff of Nigerian Universities

The academic staff of universities are strong members of the universities' community. The place of the academic staff are irreplaceable. In Nigeria, these academic staff are facing many challenges and these challenges includes: poor motivation, teaching of large class, poor staff development programme, inadequate infrastructural facilities, strike actions, insecurity, poor computer literacy and poor research funding.

### 3.1 Poor Motivation

Motivation may be seen as the propelling force in the behaviour of individuals. It is believed that motivation is what makes people to undertake certain activities, persist in such activities and bring them to a conclusive end. According to Mullins (2007), motivation is the direction and persistence of actions of people over a long period of time and even in the face of challenges. Academic staff of Nigerian universities are poorly motivated. The salaries and other fridge benefits are not paid on time. Motivation goes with many things. One of the factors that motivate workers to work well is conducive working environment. Anna (2017) cited Handy (1997) stressed that comfortable workplace would lead workers to perform their jobs well. Handy listed the work environment that may inspire workers for job performance to include provision of adequate tools and equipment such as public address system, computer, resource materials for teaching and good offices. Handy also maintained that good working environment provides comfort to workers and boost their morale. On the other hand, bad working environment brings frustration and regret and it also negatively affects job performance of workers. Anna (2017) observed that in 2003, the

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chartered management institute of Nigeria carried out a study on United Kingdom's Managers' attitude to and experience of their physical environment. The study made use of a random sample of 4000 managers in all sectors and size of organization. The research addressed the layout of offices and use of modern technologies. Others include, underequipped meeting rooms and lack of adequate meeting space. The study found out that nearly 50% of those who participated in the investigation said, they would forgo one week annual leave in order to get better office. Many of the respondents also said, they would forgo ₤1,000 in salary in order to get upgraded workspace. This research has clearly revealed the importance workers attach to good working environment. Another strong component of motivation is salaries. Anna (2017) submitted that it is believed that regular payment of workers' salaries (in this case, lecturers), will enable them meet their needs and thus be stimulated to work harder. In the same vein, incentives (such as study leave with pay, Christmas bonus, housing/vehicle loans and health facilities) may make lecturers more comfortable, improve their lifestyles and encourage them to perform their duties better. Lunenburg and Omstein (2014) observed that some of the variables that motivate workers towards effective job performance are good salary, praise, promotion and job security. Anna (2017) did a study that investigated motivation and job performance of lecturers of tertiary institutions in Nigeria. In order to investigate the problem, three hypotheses were formulated to guide the study. Two instruments were used, namely, "Lecturers' Motivation scale" and "Lecturers' Job Performance Scale". The findings showed that there was no significant relationship between lecturers' work environment and their job performance; there was significant relationship between lecturers' salary/incentives and job performance; there was significant relationship between lecturers' promotion and job performance. Dauda and Mohammed (2012) opined that job performance of academic staff is not only a function of ability (qualification) but also of motivation. Ogunode (2020) submitted that Nigerian lecturers are poor motivated and this is affecting their performance.

### 3.2 Teaching of Large Class

Class size as an educational tool that can be used to describe the average number of students per class in a school. The teacher who is the classroom manager should therefore, have the number of students he/she can effectively control, supervise and teach at any given period. For the Universities in Nigeria, Alechenu (2012) reports that the National Universities Commission Benchmark Minimum Academic Standards (BMAS) of 2007 stipulated the following teacher/students ratio: 1:20 in science; 1:15 in Engineering and technology; 1:10 in medicine, veterinary medicine and pharmacy, 1:15 in agricultural and environmental sciences and 1:30 in education, management science, social sciences, law and arts. Even though these teaching staff/students ratios are provided by the benchmark based on carrying capacity, some universities admit students above the carrying capacity, thereby increasing the teacher/student ratio. This has a negative effect on the quality of university education in Nigeria. According to NEEDS (2014), the faculty-to-student ratio is very low in many Nigerian universities. For instance, the National Open University of Nigeria was reported to have a faculty-to-student ratio of 1:363; the University of Abuja, 1:122; and Lagos State University, 1:114. When compared with the faculty-to-student ratio of some highly rated universities such as Harvard University (1:4), Massachusetts Institute of Technology (1:9), Yale University (1:4) and Cambridge University (1:3), the reports concluded that the majority of universities in Nigeria were grossly understaffed. Nigerian academic staff are teaching large classes and this is affecting their performance.

### 3.3 Poor Staff Development Programme

Poor capacity development is another problem facing majorities of the academic staff of Nigerian universities. Many lecturers in the Nigerian universities are not given the opportunities to access funds to develop themselves. Basil, Felix &Eno (2013) submitted that capacity building programmes have been adjudged to be critical factors in Nigerian universities, culminating in their positions as major determinants of lecturers' professional advancement. Apart from gaining pedagogical and content knowledge, lecturers' participation in the programmes enhances capacity building effectiveness in universities. It transforms role performance abilities and skills of lecturers in such a way and manner that they meet and fit adequately in the challenges of their jobs. Without

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it, a missing gap evolves whereby universities become shadows of themselves. Capacity building has three different dimensions namely: building awareness, building analytical capacity and building decision-making capacity. Building awareness involves offering activities, presenting new topics or demonstrating new methods through workshops, seminars and conferences. The presentations are meant to create awareness about a particular activity, topic or method so as to enable beneficiaries apply them in performing assigned tasks. Building analytical capacity involves designing a capacity building programme using interactive style of presentation. It uses exercises, case studies, field visits and other elements of experiential learning, which promote critical thinking among the beneficiaries. Building decision-making capacity has to do with laying emphasis on learning-by-doing as well as formal education. The beneficiaries are exposed to professionals to receive training on project completion. By so doing, the beneficiaries acquire learning-by-doing experiences. These have different targets: human capacities and institutional capacities. Each one involves different stakeholder groups and requires a different strategy. A lot of capacity building activities that is currently offered through workshops, seminars and conferences remain at an awareness raising level. It is the analytical and decision-making capacities that are needed to sustain a constant process of change (United Nations Environment Programme, 2006). Basil, Felix &Eno (2013) did a study that examined university lecturers' participation in capacity building programmes in south-south Nigeria and its implication for sustainable development. It focuses on the extent of lecturers' participation in workshops, seminars, conferences, ICT training and mentoring aspects of capacity building programmes. One research question and two hypotheses were drawn to direct this investigation. Findings revealed that university lecturers participate mostly in conferences than any other capacity building programme. Lecturers' participation in capacity building programmes is significantly low with respect to workshops, seminars, conferences, ICT training and mentoring. There is no significant difference between male and female lecturers' participation in capacity building programmes. It was recommended that enabling environment should be provided whereby university lecturers are encouraged to participate fully in capacity building programmes. Udeaja (2005) described the reoccurring decimal especially since 1998, as a result of this, universities find it cumbersome to sponsor their lecturers to these programmes or even organize some themselves, with a consequence of low capacity building to universities. However, it is pertinent to point out that poor funding affects lecturers' participation in workshops, seminars, conferences and ICT training, and not mentoring.

### 3.4 Inadequate Infrastructural Facilities

Inadequate infrastructural facilities is another fundamental challenge facing the academic staff of Nigerian universities. Infrastructural facilities refers to those social capital that aids delivering of teaching, researching and other academic services in the educational institutions. Infrastructural facilities includes classrooms, offices, lectures halls, sport ground, light, water, good roads, ICT facilities etc. Many academic and non-academic staff in the Nigerian universities do not have offices to discharge their academic services effectively due to inadequate infrastructural facilities in the many universities in the country. Many academic staff share offices and some do not even have while many non-teaching staff seat under the trees and roam about from one office to the other because they don't have office to sit. Many academic staff do not have constant light in their offices and internet services to support their online teaching programme. Obemeata (1991) submitted in his study that office spaces for academic staff and lecture rooms or halls are inadequate in our universities. Fatuzzo (2017) observed that the tertiary institutions in Nigeria seem to be grappling with the challenges of engaging their workforce especially the academic staff due to frustrating work conditions arising from inadequate or lack of teaching and research facilities, poor remuneration, unfavorable policies like high imposition of taxes, and poor job security with non pensionable salary. These challenges may have culminated into poor performance in the University ranking. The Nigerian universities lack of sufficient facilities and equipment to effective deliver teaching and research programme. Nwagwu (1997) opined that our institutions of higher learning are characterized by under-funding, poor working environments, poor conditions of service, inadequate infrastructural facilities and ineffective management of financial resources. This

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scenario could impact negatively on lecturers' jobs involvement and productivity.

**3.5 Strike Actions**

Strike actions by different union groups in the Nigerian universities is also frustrating the activities of academic staff of Nigerian universities. Many academic staff cannot function or discharge their responsibilities whenever there is strike actions either by the NASU or ASUU. Strike actions affects the teaching and research programme of academic staff. Strike actions caused unstable academic programme. Okoli,Ogbondah, &Ewor, (2016) observed that it has become a known fact that students across various universities in Nigeria are constantly faced with industrial actions embarked upon by the Academic and Non-Academic Staff Unions of various institutions. The disagreement or lack of understanding between government and unions arising from non-implementation of agreement reached, often results in deadlock that usually disrupts academic calendar. As academic activities are suspended for a long period, the students reading abilities fell. Even the previous knowledge acquired is even forgotten by some students. This mostly turns some students into certificates seekers than knowledge seekers. During the strike action, both the students, academic staff and non-academics staff are displaced from carrying out their functions. Students will not be learning and lecturers will not teach and all academic services are put to hold. The implication of strike actions on the academic staff is that they waste their academic time while on the students is prolong their academic programme.

**3.6 Insecurity**

Insecurity problem is another problem facing many academic staff and non-academic staff of Nigerian universities. Many academic and non-academic staff have been killed and kidnapped by criminals especially the activities of the Islamic sect (Boko Haram) within the educational institutions where they are working. Insecurity have affected the entire education system in some part of the country. Many universities have been shut down in North-east part of Nigeria due to insecurity. Many higher institutions have also be closed down due to continuous attack on the school human and materials resources. Obi, (2015) observed that insecurity and terrorism has been a major challenge to the Nigerian government in recent times. The activities of the Islamic sect (Boko Haram) had led to loss of lives and properties in the country especially in the Northern part of Nigeria. Some of these activities include bombing, suicide bomb attacks, sporadic shooting of unarmed and innocent citizens, burning of police stations, churches, kidnapping of school girls and women, etc. Kidnapping, rape, armed robbery and political crises, murder, destruction of oil facilities by Niger Delta militants alongside the attacks carried out by Fulani Herdsmen on some communities in the North and South have been another major insecurity challenge facing the country. Nigeria has been included among one of the terrorist countries of the world. Many lives and properties have been lost and a large number of citizens rendered homeless. Families have lost their loved ones. Many women are now widows. Children become orphans with no hope of the future. This has implications for national development. The Police Command in Plateau has confirmed the killing of Nandi Drenkat, a lecturer with the University of Jos, by gunmen (Alafrica,2020). International and local media reported that on January 16, 2017, two Boko Haram child suicide attackers detonated their devices at the University of Maiduguri, killing at least four people, including one professor, and injuring 15 more (Scholars at Risk Network,2017)

**3.7 Poor Computer Literacy**

Another problem the academic staff of the Nigerian universities are facing is the problem of inadequate ICT facilities. Adeyemi & Mary, (2013) observed that the information and Communications Technology (ICT) is the technology that has brought excitement to teaching, learning and research. It has become a major educational technology. In its simplest form, it can be used to prepare and reproduce handouts or make presentations of learning materials as slides in lecture rooms. At a higher level, ICT could be used in such instructional modes as e-learning. It is unfortunate that many lecturers in the Nigerian universities are not have adequate ICT facilities in their offices to be used for delivering of lecture or teaching. A research showed that access of staff to computers in a faculty of education within Nigerian tertiary institutions, specifically academic staff needs ICT for their numerous tasks which includes: students' assessments; exams and records,

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administration for managerial purposes, design and development of tertiary institutions website; and etc. (Umar, &Rosnaini 2018, Beda et al., 2012).The study was aimed to find out the staff/computer ratio. A total of five departments were considered. The number of staff with computers in their offices in four out of these five departments is quite low, as low as 1:5, that is one computer to five staff members. The ideal staff-computer ratio should be 1: 1 which will enable staff to use ICT as a tool for delivery of education. Sadly, no university in Nigeria, as at today, has this ideal ratio (Adeyemi& Mary, 2013).Many staff in the Nigerian tertiary institutions are not Computer literate and it is disappointing in this modern digital era (Umar &Rosnaini 2018, Idowu, Esere, &Iruloh, (2017). Another problem facing the academic staff in term of the application of ICT for delivering of lecture is the problem of poor ICT literacy rate among the academic staff. A study was also carried out to investigate computing skills and the areas of application of the computing systems for teaching. The results of the study indicated that only eight (8) of the users could operate the computer systems unaided. Twenty six (26) of them have been able to access relevant reference materials for paper publishing, while only four (4) have published internationa1y through the Internet. Majority of them have received and sent social and academic messages through the e-mail services. These results emphasize the need to train lecturers in the use of the internet for the accruable benefits of carrying out viable studies/researches and publishing with international outlets (Adeyemi& Mary, 2013).Many lecturers in Nigerian tertiary institutions have never use computers in their lives as such they are terribly shy when they are confronted with this new technology and the terminology related with using them (Umar &Rosnaini 2018, Ajegbelen, 2016).

**3.8 Poor Research Programme**

One of the cardinal programme and core functions of the academic staff is carrying out research. Over the world, lecturers are known for carrying out research frequently, it is unfortunate that academic staff of many Nigerian universities are not carrying out research due to poor funding of research programme and lack of conducive environment. This is confirmed by Okoli, Ogbondah, and Ewor, (2016) who affirmed the poor attitude of governments towards research and inadequate funding of research programs. Mercy (2001) also pointed out that research programs in Nigerian Universities have not given enough priorities it deserves. One of the functions of the Universities is to engaged in research programs and solve the social, economic, and political challenges affecting the Nation through their findings. Due to the poor research programs and lack of research capital, many young researchers are discouraged to embark on researches. Donwa (2006) reports that the average annual allocation to federal universities for recurrent expenditure is 0.4% of Gross Domestic Product (GDP) and 5% of this allocation, is to be used for research. This report shows that research funding by government is less than 1% GDP and this is grossly inadequate for meaningful research. Thus, the amount of research funding by government is a function of the total funding for recurrent expenditure in the Universities.

**4.0 Ways Forward**

To solve these challenges, this article recommends: that the government should increase the funding universities education, increase the funding of research programme, motivate the academic staff, provide effective staff development programme, provide more infrastructural facilities, implement union agreement, provide adequate security and capacity development programme on ICT.

**4.1 Adequate Funding of Universities**

The government should increase the funding of the universities. This will enable universities administrators to provide adequate infrastructural facilities that will support delivering of teaching and researching. Basil, Felix &Eno (2013) submitted that funding of universities by government should be improved upon by meeting the UNESCO benchmark of 26 percent of annual budgets. This will place the universities on sound footing to successfully meet the present challenges without compromising that of the future. It should be realized that university education is capital intensive. Without adequate funding, universities will exist as shadows of what university education is all about. Not only that, we as a nation, will only succeed in churning out young men and women as

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graduates who will not possess or possess poor communication skills, problem solving abilities and application of creativity in managing life situations – necessities relevant in the present world realities. University authorities should look inwards by sourcing for funds to organize workshops, seminars and conferences internally. This will enable lecturers who may not have the opportunity to participate in external ones to participate in the internal ones. As such, the benefits lecturers derive from participating in external capacity building programmes will be available internally. This will also enable them enhance their job performance capacity and also contribute towards the growth and development of universities. This will no doubt, go a long way in promoting the potential continuity of universities in this zone and other parts of Nigeria, and also give them the leverage to occupy a pride of place among their peers in the world.

### 4.2 Adequate Funding of Research Programme

Research programme is the second cardinal programme of the universities and it is use to rank the universities performance. Effective research development in the higher institutions is key to the development of the entire country. So, the government should increase the funding of research programme in the universities to allow more academic staff carry out researches in their various field.

### 4.3 Good Motivation Packages

Motivation is key to the improvement of the performance of workers in any institutions. A motivated staff will perform more and produce more result than an unmotivated staff. The government should formulate good welfare packages for academic staff of Nigerian universities. This will prevent brain-drain in the system. Conducive working environment should be provided and salaries and other benefits should be paid on time.Academic staff need a conducive working environment with quality facilities that can facilitate teaching, research, knowledge creation and management. Providing functional and quality facilities and effectively managing them will boost lecturers' morale and increase their job involvement and productivity (Charles,2012).

### 4.4 Effective Staff Development Programme

The government should ensure adequate resources are provided for staff development programme to allow more lecturers enjoy the training. Basil, Felix &Eno (2013) submitted that enabling environment should be created in universities whereby lecturers are encouraged to participate massively in workshops, seminars and conferences organised externally. This will not only equip them with new skills, techniques, knowledge and experiences necessary to enhance or build their job performance capacity at the individual levels. The capacity derived from these programmes by lecturers can place them on a better pedestal to tackle present and future challenges in their jobs. For universities, lecturers' participation in these programmes will give them the enablement to be relevant in the present time as well as in the future - a measure that will enhance their rankings both within and outside the country.

### 4.5 Adequate Infrastructural Facilities

The government should provide more adequate infrastructural facilities in the universities. This will enable academic and non-academic staff have adequate offices. According to Sullivan and Sheffrin (2003) infrastructure is a term used to refer to products, services and facilities that are needed for an institution to function. It therefore means that the ability of the school system to achieve her objectives depends on the availability of these products. Infrastructures are very important for learning to take place in any educational institution. Eseyin, Okaforand Uchendu (2014) stated that "Infrastructures play a significant role in the provision of quality education in any nation". They aid in the dissemination, assimilation and transmission of knowledge. So, the government should provide adequate infrastructural facilities in all the higher institutions to enable academic and non-academic staff carry out their functions without any challenges.

### 4.6 Implementation of Union Agreement

To achieve a stable academic programme and calendar in the Nigerian universities, the government should implement all agreement signed with different union groups in the country. This will help to realize the stable academic programme in all the universities across the country.

### 4.7 Adequate Security

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No any meaningful teaching and learning can take place in an insecure environment. For effective delivering of academic and non-academic service to be actualized in the Nigerian universities, there must be a secured learning environment. The government should provide adequate security in all the universities especially for those in the Northeast Nigeria. This will make academic staff discharge their functions very well.

**4.8 Capacity Development Programme on ICT**

The government through the National Universities Commission should develop policies and programme to ensure that training and retraining programme on ICT are provided for both academic and non-academic staff in the Universities. Basil, Felix &Eno (2013) recommended that ICT training of lecturers in universities should be accorded a top priority by university authorities. This should be done by providing ICT facilities as well as sponsoring lecturers to participate in the training both within and outside the campus. This has become necessary because ICT is relevant in virtually every academic work, ranging from classroom teaching and management of students' results to research productivity. Therefore, exposure to training in ICT on the part of lecturers will enable them carry out their job responsibilities uninterruptedly and without hindrance as well as sustain their interest in their respective university jobs. This will accord the universities the opportunity to function effectively, meet their present needs and that of the society without jeopardizing the future needs.

**5.0 Conclusion**

The academic staff are the engine room of the universities and they need to be motivated to work well. It is unfortunate that the academic staff of the Nigerian universities are facing many challenges. This article discussed the problems facing the academic staff of Nigerian universities. The following were identified as the problems facing the academic staff: poor motivation, teaching of large class, poor staff development programme, inadequate infrastructural facilities, strike actions, insecurity, poor computer literacy and poor research funding. To solve this challenges, this article recommends: that the government should increase the funding of university education, increase the funding of research programme, motivate the academic staff, provision of effective staff development programme, provision of infrastructural facilities, implementation of union agreement, provision of adequate security and capacity development programme on ICT.

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# Synthesis of biological active complex compounds and their application

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**ABSTRACT**

*Today, food security is an important priority in all countries, as the world's population growth leads to a further increase in demand for food. The widespread use of stimulants in plants in world practice is one of the fastest growing areas. Stimulants allow to improve the productivity and quality of agricultural crops at no additional cost. Stimulants have a positive effect on physiologically active substances in increasing the germination and germination capacity of seeds of agricultural crops, accelerating the ripening of the crop, increasing the plant's resistance to drought, salt, disease and pests. These include the complex compounds we offer.*

***Key words:*** *stimulant, complex compounds, seeds, cotton.*

## 1.0 Introduction

Research work of the Plant Protection Organization on the implementation of measures to combat crop diseases that meet modern requirements should ensure that the crop is not destroyed, and product quality is improved at minimal material costs. This goal can be achieved through the integration of rational methods and means of protection that ensure the eradication of various fungal, bacterial and viral diseases.

In recent years, Uzbek scientists have synthesized stimulants in the form of stable complex compounds that retain trace elements against various diseases [1-5]. They play an important role in increasing seed germination, early ripening and yield of plant fruits, and have also been considered potent pesticides. Based on a number of scientific studies in this area, it was found that the stimulating properties of coordination compounds depend on the nature of the metal, the method of coordination of the ligand, as well as the chemical composition and geometric structure of complexes [3-5]. The wide range of action and high biological activity of derivatives of β-dicarbonyl compounds increase the interest in them. Due to the various metal ions and bioactive elements in these compounds, they make plants resistant to certain diseases [3-6].

We have shown that the interaction of Ni (II), Zn (II) and Cu (II) acetates with an aqueous solution of ammonia in an equimolar ratio of alcohol solutions of ligands $H_2L^1$-$H_2L^5$ ML • A ($M^{2+}$ = Ni, Zn and Cu; A = $NH_3$, Py) ( Metal complex compounds containing L-double deprotonated ligand residue) were synthesized. Elemental analysis, according to the obtained IR- and YaMR-$^1$H spectroscopy parameters of the compounds, as well as RSA data, we can write in a flat-square polyhedral structure [8-10]:

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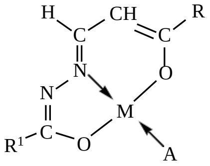
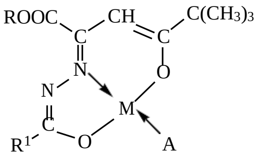


R=n-$CH_3OC_6H_5$, $R^1$=*o*-$OHC_6H_5$, ($NiL^1 \cdot NH_3$); КА-1 preparation.
R=$R^1$=$C_6H_5$, ($ZnL^2 \cdot NH_3$); КА-2 preparation.
R=$R^1$=$C_6H_5$,($CuL^2 \cdot NH_3$); КА-3 preparation.



R=$C_2H_5$, $R^1$=$C_6H_4X$-*n*, X=$NO_2$ ($NiL^3 \cdot 3Py$; КЭ-1 preparation.
R=$CH_3$, $R^1$=$C_6H_5$ ($ZnL^4 \cdot NH_3$); КЭ-2 preparation.
R=$C_2H_5$, $R^1$=$C_6H_4X$-*n*, X=$OCH_3$ ($CuL^5 \cdot NH_3$); КЭ-3 preparation.

Ammonia complex compounds are well soluble in water in poor organic solvents. A complex compound containing $NiL^3 \bullet 3Py$ was obtained from ammonia complex compounds of nickel (II) when $NiL^3 \bullet NH_3$ was dissolved in pyridine in minimal amounts [10-13].

Today in our country such drugs as Г-13, ТЖ-85, Т-86, П-4 are widely used as stimulants for the growth and development of cotton. As a result of their application, the plant increases its resistance to fungal, bacterial and viral diseases, as well as accelerates the ripening of the crop at the same time, improves fiber quality and increases productivity [6-7].

It should be noted that some derivatives of ketoaldehydes and keto ethers exhibit fungicidal properties. We studied some complexes of metals with acylhydrazones as plant stimulants. We synthesized KA-1 ($NiL^1 \bullet NH_3$), KA-2 ($ZnL^2 \bullet Py$), KA-3 ($CuL^2 \bullet NH_3$), KE-1 ($NiL^3 \bullet 3Py$), KE-2 ($ZnL^4 \bullet NH_3$) and KE. Solutions of -3 ($CuL^5 \bullet NH_3$) drugs were found to exhibit biological activity.

In order to determine the biological activity of the synthesized drugs, experiments were conducted in the fields of the farm "Khaticha buvi Jondoriy" Jondor district.

The same agro-technical measures were carried out in the control and experimental areas. According to the results of the observations, when analyzing the germination of cotton seeds, it was noted that the germination of cotton seeds treated with drugs (Table 1) was higher than the germination of cotton seeds in the control area and areas treated with the standard П-4.

Table 1.

Effects and results of the obtained drugs on cotton seed germination

| Square | Dynamics of cotton seed germination | | | | | | Increasing germination, % | |
|---|---|---|---|---|---|---|---|---|
| | 8 days | | 10 days | | 12 days | | With respect to the control option, % | The standard is relative to П-4, % |
| | PC. | % | PC. | % | PC. | % | | |
| Control | 8 | 15,5 | 31 | 53,4 | 48 | 82,8 | | |
| Standard П-4 | 15 | 25,9 | 38 | 65,5 | 51 | 87,9 | | |
| КА-1 | 17 | 29,3 | 43 | 74,1 | 54 | 93,2 | 10,4 | 5,3 |
| КА-2 | 18 | 31,0 | 44 | 75,9 | 55 | 94,7 | 11,9 | 6,8 |
| КА-3 | 19 | 32,8 | 46 | 79,3 | 56 | 96,3 | 13,5 | 8,4 |
| КЭ-1 | 18 | 31,0 | 44 | 75,9 | 54 | 94,0 | 11,2 | 6,1 |
| КЭ-2 | 19 | 32,8 | 45 | 77,6 | 55 | 95,1 | 12,3 | 7,2 |
| КЭ-3 | 20 | 34,5 | 47 | 81,0 | 56 | 96,6 | 13,8 | 8,7 |

As a result of seed germination in the experimental field, changes in biomass, strong development of the root system, rapid growth and branching of cotton seedlings and the formation of yield elements were confirmed to be higher than in the control area (Table 1).

The minimum number of cocoons to be considered should be 20-25 days. This can be roughly compared to a normalized cocoon. The cortex is morphologically complete when it is usually 30

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days old. In the experimental field were identified germination of seeds, changes in biomass, strong development of the root system. It was observed that cotton seedlings grow rapidly, branching and the formation of yield elements is higher than that of plants in the control area.

Phenological observations in the experimental area (on average) compared to the control variant on June 9, the plant height was 2.9 cm; the number of true leaves is 0.45; On July 9, the plants grew 3.1 cm in height; the number of harvested branches is 0.85; On August 9, the height of the plants increased by 3.9 cm, the number of branches increased by 1.63, the number of pods increased by 1.15, and the number of pods increased by 1.22. At the end of the season, the results of calculations to determine the yield showed an increase of 3.6 ts / ha (Table 2).

Due to the presence of $Ni^{2+}$, $Cu^{2+}$ and $Zn^{2+}$ ions in the composition of microelements that accelerate growth, seed germination and cotton seedlings have a positive effect on the development of root and body systems and have a stimulating effect.

Table 2.

Phenological observations of cotton plants in the experimental field relative to the control option (on average)

| preparation | Кунлик фенологик кузатувлар | | | | | | | | | | Yield (ts / ha) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | June 9th | | July 9th | | August 9th | | | September 9th | | | |
| | Plant height, cm | Number of true leaves, pcs | Plant height, cm | The number of branches formed | Plant height, cm | The number of branches formed | Number of pieces, pcs | Number of pieces, pcs | Opening of the cocoons, pcs | Mass of cotton fiber in the bowl, g | |
| Control | 11,8 | 3,2 | 41,1 | 6,7 | 81,8 | 10,3 | 7,1 | 8 | 4,3 | 6,7 | 31,2 |
| П-4 | 13,4 | 3,4 | 43,1 | 7,1 | 84,2 | 10,5 | 7,5 | 8,4 | 4,8 | 6,9 | 32,4 |
| КА-1 | 13,8 | 3,4 | 43,7 | 7,3 | 84,8 | 10,9 | 7,9 | 9,0 | 5,3 | 7,0 | 34,6 |
| КА-2 | 14,6 | 3,7 | 43,9 | 7,4 | 85,7 | 11,8 | 8,2 | 9,13 | 5,5 | 7,0 | 35,1 |
| КА-3 | 15,3 | 3,8 | 44,4 | 7,7 | 86,2 | 12,1 | 8,5 | 9,29 | 5,7 | 7,1 | 34,7 |
| КЭ-1 | 13,9 | 3,5 | 43,8 | 7,5 | 84,9 | 11,9 | 8,3 | 8,98 | 5,4 | 6,9 | 33,8 |
| КЭ-2 | 14,9 | 3,6 | 44,3 | 7,6 | 85,8 | 12,3 | 8,4 | 9,18 | 5,5 | 7,1 | 35,2 |
| КЭ-3 | 15,7 | 3,9 | 44,9 | 7,8 | 86,3 | 12,6 | 8,7 | 9,33 | 5,7 | 7,2 | 35,6 |

The experiment was also carried out on a 1-hectare area of contour 803 where weakly saline, chronic cotton was planted and spores of wilt disease were prevalent in the soil. At the stage of cotton weeding, preparations containing $Ni^{2+}$, $Cu^{2+}$ and $Zn^{2+}$ microelements at the rate of 200 g per hectare are applied to the soil at a depth of 10-12 cm together with nitrogen fertilizers. These metal ions increase the physiological activity of the roots, enhancing the entry of nutrients into the cotton through the roots and their development. When the cotton produced 3-4 leaves and during the mating stage, a second solution of this drug was sprayed and reliable results were obtained. When nutrients were sprayed on cotton in this way, its flowering, budding accelerated and had a positive effect on the accumulation of yield elements. Observations and analyzes were carried out on the basis of the methodological manual of PITI RUz.

In the control variant, an average of 18% of cotton seedlings were infected with wilt, while in the area where the drugs were applied, seed germination was accelerated as a result of strong development of the root system, respectively: 7.8; 6.4; 4.8; 7.1; 5.9 and 4.4% (disease reduction was achieved by 10.2; 11.6; 13.2; 10.9; 12.1 and 13.6%) and productivity was 2, respectively, compared

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to the control option. 44; 2.77; 3.16; 2.41; An increase of 2.89 and 3.25 quintals per hectare was observed.

As a result, it was possible to create drugs that accelerate the germination of seeds, the growth of cotton plants and protect against fusarium wilt.

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# Watching television, apparent similarity and adolescents' anticipations of a romantic partner in the north and south west regions of cameroon

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**ABSTRACT**

*The aim of this study was to explore the affiliations between global and romantically themed television viewing and adolescents' potentials of a romantic partner. A sample of 2140 15-17-year-olds from Cameroon graded the significance of physical attractiveness and a satisfying personality in a romantic partner. The results show adequate but significant relations for overall television viewing, after related variables and the value of other associations were accounted for. This association are unrelated to direct experience and the observed similarity of televised interpretations. The discussions focused on the role of undeviating experience.*

*Keywords: Television viewing, Adolescents', Expectation, Romantic partner, Cameroon*

## Introduction

Seeking applicable romantic skills and obtaining confidence in sexual undertakings are thought to be significant developmental tasks during the transitional period of adolescence (Simon, Bouchey, & Furman, 2013). According to Greenberg et al, (1993), dimensions of an adolescent‟s life are exaggerated by romantic and sexual maturation processes, convoyed by early feelings of love. As a result attempts to enter the dating field and premature sexual experiences employ influences on adolescents‟ cognitive, psychological, and social life. For example, there is evidence that romantic concerns are a principal category of affliction on the minds of adolescents (Wilson-Shockley, 1995).

In the words of Furman & Simon, (1999), studies questioning these processes have acknowledged adolescents‟ initiation in sexual activities. Meanwhile adolescents‟ romantic potentials and principles have only become a topic of research only recently. According to them little is known about how young individuals try to figure out what is vital and probable in romantic relationships; which informs us on how adolescents build meaningful notions about romance. However, little research that exist indicates the importance of these notions. Feiring, (1999), suggested, that romantic notions may guide adolescents‟ explanations of precise romantic capabilities.

How adolescents acquire these notions is a question that necessitated answers. As stated by Furman and Simon (1999), by outlining a theoretical model that stems from attachment theory. Their model advocated factors that play a central role. To them, it is expected that experiences in the parent-child relationship and the corresponding outset of it contribute significantly to adolescents‟ romantic interpretations. Collins & Stroufe, (1999) equally stated that attachment theory proposed that the quality of the parent-child relationship impacts notions of relationship that are comparable to attachment tasks and romantic relationship. Furman and Simon (1999) equally cited consideration to strong friendships with peers. Mutual confirmation of each other‟s identity and broad self-disclosure embodies first relationships that stem from peer friendships (Furman & Buhrmester, 1992), and, they equally added that this may affect the notion of close and romantic relationships. To be more precise it is remarkable that during adolescence, affiliative appearances such as friendships and closeness may thoroughly bear a resemblance to romantic relationships. More so, (Furman & Wehner, (1994), stated that adolescents‟ romantic notions are affected by their actual capabilities with romantic companions and also conferring to the attachment theory, individuals come into relationships with assured beliefs and anticipations. These anticipations may then be transformed by the particular configuration of repeated exchanges. Simon et al.(2013) hypothesized that most adolescents with advanced romantic capabilities may cultivate a notion of romantic relationships that are diverse from their initial anticipations. Simon et al. (2013), equally stated that adolescents‟ romantic notions are anticipated to be shaped by more than a few cultural inspirations. They went ahead and guessed that wide-ranging societal approaches or principles may upset romantic views. Norms about sexuality and marriage, gender roles, and media representations were some of the inspirations they mentioned.

## Aims of the study

Scholars exploring adolescents‟ romantic improvement have time and again mentioned media representations as a potential inspiration (Furman & Simon, 1999; Larson, Clore, &Wood, 1999; Laursen & Jensen-Campbell, 1999). So much so that in media properties studies, this issue has been principally sidelined. The main aim of this study was to discover the role of mass media, and to a greater magnitude television‟s role in molding adolescents‟ romantic notions.

Scholarly works reveals three lines of investigation which suggest that the assumptions about a romantic television consequence may be reasonable. According to Donnerstein, (2001), numerous content studies have revealed that prime-time condition comedies and dramas, soap operas, and music videos integrate numerous orientations to dating and closeness (e.g., Haferkamp, 1999; Heintz-knowles, 1996; Kunkel, Cope Farrar, Biely, Farinola, &; Olson, 1994; Shapiro & Kroeger, 1991; Sherman & Dominick, 1986). Ward (1995), explicitly discovered that television messages have a tendency to describe relationship characters in greater facts. More so, Eggermont and Krol (2005) also introduced television‟s importance on circumstantial features once it comes to sexual circumstances. Also the findings of Brown et al, (1993), went ahead to designate how adolescent girls vigorously understand such contents, thereby associating the hypothesis that adolescents will pay actual attention to these demonstrations. Baran, (1976), went ahead and mentioned that several other authors have hypothesized that young adolescents may even have few options other than to pursue televised patterns. In such situations, uninterrupted opinions of intimacy maybe sporadic, romantic and sexual affiliations are not typically talked about theme not principally with parents (Gordon & Gilgun, 1987), not overlooking the fact that educational agendas frequently focus on biological structures (Huston, Wartella, & Donnerstein, 1998). Greenberg et al., (1993), states that television may consequently have a high well-designed value concerning sex and affiliations. Finally, Ward, (2002), indicates that even though there is still some enquiry about this matter, a number of studies in the wide-ranging field of sexual properties studies have testified significant affiliations. It has been established that the more time adolescents devote viewing television, the tougher they find it to admit their deficiency of sexual capability the less they appreciate their sexual trials the higher they guess the number of sexual capabilities of their peers and the earlier they claim to have witnessed sexual happenings (for an overview, see Ward, 2002).

Applicable studies on television‟s involvement to romantic notions that are available suggest that an affiliation between mutual variables may possibly exist. Sergin and Nabi (2002), reported that adults who watch agendas that comprehend many orientations to more unrealistic opinions about marriage, however Haferkamp, (1999), argues that these viewers presume that partners need to identify perfectly with others and read each other‟s considerations for their romantic affiliation to position and prosper.

Notwithstanding these hypotheses and deductions, questions linger as to whether television broadcasting has a significant control in romantic notions. In divergence with several prior studies, late adolescents were plotted and that involved college students, disregarding Simon et al.‟s (2013) recommendation to focus attention on younger adolescents since results in that age-group are expected to be especially more informative. Finally, instead of engaging broad assessments of approaching romantic affiliations we focused on adolescents‟ particular notions of an appropriate romantic partner.

Schulman & Seiffge-Krenke, (2001), reports that adolescents‟ notion of a romantic partner may be of distinctive prominence. All the same, it is a major developmental task all through adolescence to hypothesize what one can anticipate from parents, friends, and romantic partners. Particularly as they reiterated the fact that romantic affiliation act as a new background for a number of significant structures of an individual‟s private life, through affiliation, attachment, and sexuality, they equally emphasized that adolescents may be especially engaged with endeavors to find out what to anticipate from romantic partners. As a result, these endeavors are likely to triumph during middle adolescence as a replacement of early adolescence. Since young adolescents predominantly are apprehensive with their interpersonal and self-concept, and after that, late adolescents typically have attained the capacity to form stable affiliations. Between these periods, adolescents may develop criteria for defining whether a probable romantic partner is appropriate for them.

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## Hypotheses

Generally, research on partner inclinations reveals that exterior and personality standards may impact relational attraction. Stiles et al, (1987) reported to have found that in appraising the opposite sex adolescents pay important attention to superficial, peer-valued potentials like physical attractiveness. Television may emphasize this attention, as it depicts most women as slim and rounded and men as thin and well-built (Hofschire & Greenberg, 2001). Eggermont et al, (2010) found out that content studies have revealed that television characters meeting this body type model receive significantly more social plunders, often in association with romantic and sexual attainment. Ward (1995) has described physical attractiveness as an important improvement, even a requirement in effective dating on television. The two hypotheses put forward in this study states as follows:

H1: television watching is significantly associated to the rated importance of physical attractiveness in a romantic partner.

H2: television watching is significantly associated to the rated importance of a pleasant personality in an adolescent"s romantic partner.

## Cultivation perspective

Romance and sexuality-linked television properties have been addressed by cultivation theory (Ward & Rivadeneyra, 1999). The hypotheses of this study depicted upon this theory as well. Morgan & Signorielli, 1990), confirmed that cultivation theory is the most projecting theory on whether affiliations exist between television content and viewers" notions of social representativeness. More so "the cultivation hypothesis recommends that over time, heavy viewers of television cultivate views of the world similar to what they see on television" (Bryant & Thompson, 2002, p. 100). Some studies emphasized the beliefs and notions of light and heavy viewers, in which the cultivation hypothesis was supported ensuing significant differences between light and heavy viewers been depicted while the notions of these heavy viewers mirrored televised reality.

However, the cultivation theory has been criticized over the past years and this has evoked some alterations of the leading ideas. Eggermont, (2005), drew attention to two alterations in the light of the introduction of content-specific cultivation properties and apparent similarity. In this light Hawkins and Pingree (1982) have braved the general idea that viewers digest a lasting, uninterrupted flood of relatively uniform messages across most television varieties and that it is the unadulterated amount of complete television watching, regardless of exposure to diverse types of content, that affects reality notions. Instead, they have speculated on altered cultivation effects of different categories of television content. Weaver and Wakshlag (1986), for example, have described results that support this proposal for crime-related cultivation effects. Potter and Chang (1990) also have found that involvement with specific kinds of programs was a far better forecaster of cultivation dealings than overall television watching. However, in her study on television"s contribution to dysfunctional romantic principles Haferkamp (1999) has found a greater number of significant affiliations with overall television viewing than with specific brands of content. Segrin and Nadi (2002), on the other hand, have found that viewing a large aggregate of romantically themed television content was linked to more uncompromising notion of marriage, while overall television viewing was negatively linked to these notions. Thus, although one might forecast on the basis of Potter and Chang"s (1990) results that for this kind of investigation, exposure to romance-oriented content is a better predictor than overall television viewing, a changed and conflicting partner of results has developed from Segrin and Nabi"s (2002) and Haferkamp"s (1999) studies. Given this lack of clearness, we sought after to address the following research question:

RQ1: Of overall television watching or romantically themed television watching, which assessment displays the strongest affiliation with adolescents" notions of an appropriate romantic partner?

RQ2: Does pleasant personality highlight the effect of television watching on adolescent"s anticipation of a romantic partner?

RQ3: Does direct involvement make the anticipated interaction between apparent similarity and television watching disappear?

The present study thus surveyed the influence of overall and romantically themed television watching on adolescents" anticipations of a romantic partner and assessed whether this affiliation is weakened by the apparent similarity of television representations.

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Several authors have contended that adolescents are particularly vulnerable to the impact of romantic and sexual representations because they often want direct experiences. More precisely, various studies on romance and sexually-related television properties have been conversant with the supposition that an innocent adolescent who is challenged with improbable environment of media representations (e.g., Baran, 1976; Greenberg et al., 1993). This postulation embraces two concerns. First, it suggests developing the cultivation perspective together with the concept of apparent similarity of televised representations. This concept, which is a particular aspect of apparent practicality, reflects that notwithstanding the imaginary nature of most television programming, features of televised representations may be understood as in some way comparable to real life (Busselle & Greenberg, 2000). Precisely, this supposition forecasts that television‟s influence intensifies as viewers anticipate the representations more genuinely. Numerous television effects investigators have gambled before on this part of apparent similarity (e.g., Ward & Rivadenneyra, 1999), and settled that "individuals who judge the television they watch as more genuine are more likely to be swayed by that content" (Busselle & Greenberg, 2000, p.251). In the context of the present study, this would denote that adolescents who are straightforwardly influenced by the apparent realism of televised romantic representations are more likely to grasp romantic potentials similar to what television exhibits.

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## Method

### Sample

Even though teenagers cultivate sexual and romantic wellbeing in early adolescence, their real involvements remain partial. Only by the era (age) of 15 or 17, branded an essential period of transition (Connolly, Fruman, &Konarski, 2000), that the number of romantic involvements promptly increases (Feiring, 1996). Therefore, we surveyed adolescents of those ages. Questionnaires were administered to a stratified random sample of students in the main cities of Buea and Bamenda located in the North and South West Regions which is made up of the English-speaking part of Cameroon. A purposeful random sampling method was applied. Firstly, schools were randomly selected from an official list of the Delegations of Secondary Education for each of the two selected regions. Next, to guarantee a sample that is proportionately stratified for in the Anglophone secondary school system, classes were selected in such a way that 40% of the sample consisted of higher education students and 30% each of high school and secondary school students. Consideration was accorded to ensure the representativeness of the significance of people „s social background (Goodwin & Tinker, 2001). Press (1990), for example, had initiated that working-class respond more analytically to uncompromising representations of romance and intimacy.

Following this sample procedure, 2140, 15- and 17-years-olds were asked to complete a questionnaire in their various classes. One thousand eight hundred and forty students returned it (completion rate: 86%). Three hundred students dropped out or changed schools in the period between the initial sampling and the actual data collection or were absent from school that day for several reasons (e.g, illness, fee drive or late coming). The majority of the participants were male (56%). One quarter of their fathers (25%) and 18.4% of their mothers did not go to high schools or dropped out during high school. For 29.6% and 35.4% of participants‟ parents, respectively, high school was the highest educational degree, and 38.9 and 35.6% finished two or more years of university education.

### Measurement

The questionnaire was divided into several sections. First, the respondents were asked about their television watching manners. Following Van den Bulck‟s (1995) assessment technique, which was revised from Rosengren and Windahl (1989), respondents were requested to approximate how many weekdays in a usual week they watch television, and, for each day of the weekend, how many weekend days they watch television each month. Second they assessed for how many hours they watch on a watching day. By multiplying these approximations and averaging the products, the total amount of viewing in one usual week was assessed. Further, respondents indicated to what extend they watched each of life content classifications (romantic programs, series focusing on romantic narratives, two kinds of soap series, and romantic shows). The scores on these items (8-point scales from *never to very often)* were averaged in an amalgamated index of unrealistically themed television content (Cronbach‟s $\alpha$ = .68). Next, we used the 3-item version of Rubin‟s Perceived Realism scale (1994). But adapted the subject from television content in universally to affiliations on television. Respondents were requested to rate the resemblance of televised romance to real-life affiliations on a 5-point Likert-type scale, ranging from 1= strongly disagree to 5 = strongly agree (Cronbach‟sα = .73).

Since the questionnaire would have turn out to be too long, we couldn‟t embrace the complete Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987). Therefore, develop shorter scales; five declarations were selected from the inventory for each of both affiliations. The items selected were assumed to be most illustrative for adolescents‟ opinions of their affective ties with their parents and peer acquaintance, or, more precisely, the apparent straightforwardness of talking with their parents or peer associates about private and passionate topics and the consequential comfort from these exchanges.

Numerous studies have used scales to measure the opinion of the perfect man or woman (e.g., Stiles, Gibbsons, Hardardottir, &Schnellmann, 1987). In these studies, respondents were tested to rate the significance of up to 35 features. From Gibbons and Brusi-Figueroa‟s scale (1999), in which they distinguished physical desirability as a first component, and agreeable personality as a second component, we selected 14 characteristics, 7 believed to designate each component. We rearticulated the original guidelines by asking the respondents not to rate the characteristics for the perfect man or woman, but to in its place rate the desired structures of a romantic partner (on a scale from 0 to 10). Items included: “is sexy”, “has a pleasant body”, “has self-awareness”, “loves children”, and “is sociable”.

Finally, an assessment of involvements was incorporated. Respondents were requested to account for how many in all they have had one or more girlfriends or boyfriends. All investigates were directed using the Statistical Package for the Social Sciences (SPSS).

## Results

### Initial analyses

One adolescent in four (25.1%) reported never having had a boyfriend or girlfriend. About half of the sample (46%) reported to have spent between at least 1 day and 6 weeks with at least one boyfriend or girlfriend, and 29.9% were involved in one or more romantic relationships for more than 6 weeks. The mean time spent watching television was almost 19 hours per week ($M = 16.6$, $SD = 10.17$, range = 69), or 2.8 hours every day. The large standard deviation designates great differences exist vis-à-vis watching behavior. The mean score on the 8 –point romantically themed watching index was rather low (M = 2.55, SD = 0.96). The same hold for the mean score of the apparent similarity index (M = 10.14, SD = 2.56).

The main constituents‟ analysis run on the ratings of romantic partner characteristic produced two practically rational factors with eigenvalue greater than 1.0 (see Table 1). The first could be labelled the rated importance of physical attractiveness and includes: “good-looking”, “sexy”, “beautiful body”, “well dressed”, and “modern”. The second factor included “responsible”, “calm”, “polite”, “self-knowing”, and “loves children”; and could the rated importance of a pleasant personality (see Gibbons & Brusi-Firgueroa, 1997). The means of the items in both factors were very much alike, and relatively high: all characteristics were deemed important in romantic partner.

**Table 1 elements Loading of 10 Rated Romantic Partner Features**

| | FACTORS | | |
|---|---|---|---|
| Mean | SD | 1 | 2 |
| Physical attractiveness | | | |
| Good-looking | 7.75 | 2.28 | .91 |
| Sexy | 7.57 | 2.46 | .87 |
| Beautiful body | 7.97 | 2.18 | .81 |
| Well dressed | 7.85 | 2.14 | .61 |
| Contemporary | 7.64 | 2.39 | .56 |
| Agreeable personality | | | |

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| | | | |
|---|---|---|---|
| Responsible | 8.27 | 1.92 | 69 |
| Calm | 7.62 | 2.21 | .69 |
| Respectful | 7.84 | 2.31 | .63 |
| Has self-awareness | 7.48 | 2.27 | .61 |
| Loves children | 8.18 | 2.16 | .51 |
| EIGENVALUE | | 3.53 | 1.77 |
| Variance explained | | 32.08 | 17.05 |
| Cronbach‟sα | | .82 | . 71 |

A second principal components analysis (see Table 2) revealed that the expected items conceded the factor Affiliation Peer and the factor affiliation with parent. The overall mean of the value of the peer affiliations was 2.71 (SD=0.71), and of the worth of the affiliation with parents as somewhat better than the affiliation with their parents.

For investigation on this issue, it is realistic to assume that gender is central divergent variable (Greenberg et al., 1993). Separately from the significance of gender alterations in media studies, several inquiries have stated gender alterations in partner-associated inclinations (Goodwin & Tinker, 2000; Reese-Weber & Marchand, 2002). The position of physical attractiveness and agreeable personality in this study showed an important alteration between males and females. Boys found it an additional imperative than girls to have a partner who looks good, $t(424) = -4.09$, $p< .001$, while girls found it more essential than boys that a romantic partner has an agreeable personality, $t(419) = 2.55$; $p< .05$. Furthermore, girl more regularly watch romantically themed television programs, $t(437) = 11.75$, $p< .001$, and observed the affiliation with their peer friends as deeper, $(437) = 11.65$, $p< .001$. due to these alterations, we have decided to perform distinct investigates for both gender groups.

**Table 2 - Element Loading of Affiliations with Peers and Parents**

**FACTORS**

| Mean | SD | 1 | 2 |
|---|---|---|---|
| Relationship with peers | | | |
| My friends are impartially easy to talk to | 3.72 | 0.7 | .83 |
| I can rely on my friends when I need to get something | | | |
| Off my chest | 3.06 | 0.8 | .84 |
| I can tell my friends about my difficulties and worries | 2.45 | 1.3 | .86 |
| My friends help me to appreciate myself better | 2.47 | 1.2 | .84 |
| My friends can tell when I‟m troubled about something | 2.62 | 1.0 | .72 |
| *Affiliations with parents* | | | |
| When I am angry about something my parents try | | | |
| To be understanding | 2.34 | 1.4 | .66 |
| I can tell my parents about my difficulties and worries | 2.66 | 1.3 | .79 |
| I can rely on my parents when I want to get something | | | |
| Off my chest | 1.95 | 1.28 | .78 |
| My parents help me to appreciate myself better | 2.35 | 1.3 | .76 |
| My parents can tell when I‟m distressed about something | 2.95 | 1.2 | .77 |
| EIGENVALUE | | 3.58 | 2.54 |

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| | | |
|---|---|---|
| VARIANCE EXPLAINED | 35.13 | 25.53 |
| CRONBACH" S α | .82 | .89 |

**Assumption testing**

To control the influence of inclusive television watching, romantically themed television watching, apparent similarity, and the relational effects of apparent similarity and television watching, hierarchical regression analyses were executed. The simulations were built by introducing two blocks of controlling variables: firstly, the educational level of their parents and respondents" own school level, and secondly their romantic involvements and the worth of affiliations with their parents and peer associates. We then went ahead and entered thirdly the amount of overall television watching, romantically themed programs watching, and apparent similarity and fourthly the relational effects of apparent similarity and both television watching variables, as denoted by the product terms.

*Central effects for physical attractiveness.* Results of this investigation for physical attractiveness (see Table 3) disclosed that respondents" educational level was a significant forecaster in the female sample, demonstrating that the lesser a girl"s school level, the further attractiveness matters. The educational level of respondents" parents never extended significance. More so neither respondents" romantic involvement nor their affiliations with peer associates and parents may possibly expressively predict the prominence of physical attractiveness to either gender cluster. The bulk of overall television watching, had a substantial influence. To dense viewers, more than to dainty viewers, physical attractiveness truly matters. The approximations for romantically themed television apparent similarity were not momentous. In that light the first hypothesis was sustained for overall television watching, but not for romantically themed television watching. As for research question one, this result suggests that overall television watching is a better forecaster. The aggregate amount of variance described by the first three blocks was 9% in the male and 16% in the female illustration; 3% of the variance was accounted for by the

**Table 3 Correlational Exploration and Hierarchical Regression Exploration of Physical Attractiveness**

| | Physical attractiveness | | | |
|---|---|---|---|---|
| | Boys | | Girls | |
| | r | B | r | B |
| *Block one: Educational Levels* | | | | |
| School level of respondent | 15* | -.05 | -. 25*** | -.l7* |
| Father"s school level | -.045 | .03 | -.11 | .06 |
| Mother"s school level | -.05 | -.04 | -.12 | -.05 |
| Change in $R^2$ | | .03 | | .06*** |
| Incremental $R^2$ | | .03 | | .06*** |
| *Block two: Affiliation Variables* | | | | |
| Romantic involvements | .05 | -.06 | -.08 | -.12 |
| Affiliations with parents | .08 | .07 | .10 | .06 |
| Affiliation with peers | .11 | .08 | .09 | .08 |
| Change in $R^2$ | | .03 | | .05* |
| Incremental $R^2$ | | .05 | | .12*** |
| *Block three: Television Variables* | | | | |
| Overall TV watching | .25*** | .20** | .27*** | .16* |
| Romantically themed | .04 | -.05 | .21** | .09 |

| | | | | |
|---|---|---|---|---|
| watching | | | | |
| Apparent similarity | .14* | .09 | 25*** | .11 |
| Change in $R^2$ | | .05* | | .05* |
| Incremental $R^2$ | | .07* | | .14*** |
| *Block four: Relational effects* | | | | |
| Apparent similarity overall TV | .00 | .00 | -.04 | .08 |
| Apparent similarity * romantic TV | .07 | -.03 | -.19** | -.08 |
| Change in $R^2$ | | .00 | | .00 |
| Final $R^2$ | | .07* | | .14*** |
| *F* | | 1.74 | | 3.52 |
| *Df* | | 11/214 | | 11/202 |

Note. β designates homogeneous beta coefficients from final regression equations with blocks of variables included. * p <.05; ** p <.01; p <.001

*Central effects for agreeable personality*. As for the prominence of an agreeable personality for respondent‟s school level was a significant forecaster: teenagers in a less challenging program presume their partners more to have an agreeable personality. Furthermore, involvement with romantic affiliations portrayed significance in the female exemplary, indicating that girls who used up more time having a romantic affiliation bestow less worth to a prospective partner‟s agreeableness. More so, a significant aggregate of variance was accounted for by the value of the affiliation with parents, as well as with peer associates in the male sample. Boys who have deprived affiliations with their parents as well as peer find an agreeable personality less essential in the female mockup. This conclusion only held for the eminence of the affiliation with parents. Lastly, for the television variables, only the aggregate of overall television watching considerably could forecast the prominence of an agreeable personality. The suggestion made is that they regularly watch television more frequently, and suppose a romantic partner to have personality. The second hypothesis was sustained for overall television understanding of romantically themed television watching. In understanding with the first research question, this suggests that overall television watching is a better forecaster. The additional variance elucidated by the television variables was 4%. The total amount of variance expounded by the first three blocks was 25% and 26%.

*The relational effects and the role of direct involvement*. The regression models also displayed that the fourth block of variables never contributed significantly to the elucidated variance. None of the relational effects amongst apparent television watching was significant. As regards research question two, this means that the magnitude of the affiliation among television watching and the prominence of physical attractiveness and an agreeable personality neither rises nor declines among respondents who rated the relationship of televised representations to real life higher.

## Discussion

This study sought to investigate the effect of watching television on adolescents‟ outsets of romance. The justification behind it was stimulated by Furman and Simon‟s (1999) outline of possible dominant factors in adolescents‟ romantic growth. Attention was focused on whether television content assists as a basis of connotation about a appropriate romantic partner. This effect was observed using regression analyses, from which numerous inferences could be drawn.

First, this study aimed at discovering the influence of watching television when controlling for quite a few hypothetically pertinent variables. However, we remarkably noticed that the approximations of these other variables very often were not significant, particularly not in the attractiveness mockups. In the personality sample, some were substantial. This has to do with the respondent‟s school level, indicating that adolescents

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who monitor a less problematic program in school expect a romantic partner to be further agreeable. This is different from the findings of Press (1990) who had reported on working-class women as being precarious on unrealistic illustrations of romance. Also, adolescents who testified having a good affiliation with their parents attributed more prominence to an agreeable personality. The assumption from attachment theory that a warm home environment makes adolescents expect a warm romantic relationship is supported. As for respondents‟ relationships with their peers, boys who have a good relationship with their peer friends expect more to have a pleasant partner. This variable was net significant in the female sample

Secondly, the results provide incomplete endorsement of the hypotheses in that the aggregate of overall television watching was associated to teenagers‟ anticipation of a romantic partner. With regards to the first hypothesis, on physical attractiveness, respondents‟ school level and overall television watching were significant forecasters in the female exemplar. In the male mockup, the amount of time boys consumed in front of the television screen was the lone variable that could forecast the estimated prominence of looking good. The discoveries of this study propose that physical attractiveness is essential to all boys, regardless of their upbringing, and also that dense television watching reinforces the idea. The everyday presence of beautiful women on the screen and the depiction of good looks as an indispensable circumstance for efficacious socializing (Hofschire & Greenberg, 2001) highlight how boys treasure it indispensable that girls are looking nice. A parallel conclusion holds for girls too. Commonly, the physical attractiveness of a probable romantic partner is less essential for girls than boys. Yet, in the female mockup as in the male model, watching television seems to emphasize the impression that a partner desires to look good.

Hypothesis two, on the prominence of a agreeable personality, was buttressed by analogous confirmation. Girls thought it more imperative than boys that a probable partner has agreeable personality. Notwithstanding that, on the other hand, the results of this study advocate that both male and female heavy audiences make higher burdens with respect to personality potentials.

One straightforward clarification for the inadequate role of direct involvement may be due to the fact that romantic involvements of 15- and 17-year-olds are not gorgeously abundant to compensate anticipations, which, if fashioned by television, have been refined over years of watching. Segrin and Nabi‟s (2002) with reference to the Disney World series “be my bride” which is a presentation of marriage in children‟s media and their recommendation that the expansion of romantic notions beginning during childhood may not be questionable. A second justification for this discovery may be the manner in which adolescents identify their uninterrupted involvements. They could interpretation their romantic and sexual involvements as ordinary try out, supposing that the actual thing has not yet been initiated. Uninterrupted involvements do not transition flanked by watching television and affiliation potentials due to the fact that direct involvements materialize in the contemporary, whereas the image nurtured by television is about the impending.

To conclude, the findings highlight that watching television is associated to adolescents‟ impression that a romantic partner desires to be gorgeous and have an agreeable personality. This seems to be factual among both knowledgeable and untried adolescents. In the perspective of television properties research, which has concentrated largely on somewhat realistic appraisals, it looks astonishing that watching television was established to be associated to an exclusively reserved and personal disposition as one‟s prospects of a romantic partner. Attachment theory on the other hand has termed responsiveness to a flawless melting down such emotional state and friendly behavior to the impact of traditional, representative illustrations, such as televised portrayals.

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# Emerging trends in university of buea library and the realization of global education by medical students

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**ABSTRACT**

*This study made use of medical students in the Faculty of Health Sciences to investigate the emerging trends in University of Buea Library (UBL) towards the realization of global education. The population consisted of 1049 students in the Faculty of Health Sciences (FHS) University of Buea, South West Region (SWR) of Cameroon. Proportionate stratified and simple random sampling techniques were respectively adopted in the selection and use of a sample size of 500 medical students which represented 51% of the population. Percentage was used as a statistical tool in analyzing the data. The findings of the study revealed that UBL is very much at the fore front of major emerging trends in librarianship which foster global education through research. However, it was recommended that University Librarian, Vice Chancellor and other stake holders should put hand on deck to ensure adequate utility of available information resources in the library.*

## INTRODUCTION

A library can be defined as an institution that acquires, organizes and makes available information resources to a defined community of users in other to satisfy their information needs which could be reading, research or recreation. Unlike in the past where traditional libraries offered strictly physical access to principally „hard" books, today most modern libraries are organized institutions which provide digital access to „soft" information resources like e-books and audio books. A library may be a physical space e.g. a building which is usually a magnificent structure (traditional library), a virtual space (electronic library) or a physical space which incorporates virtual activities (hybrid library). However, libraries are classified based on the immediate role they play and the institution to which they are attached. In this regards, there exist six different types of libraries namely: academic library, school library, public library, national library, special library and private library. Among these six types of libraries only academic library is useful to this research paper.

An academic library is a library found within tertiary education and is therefore attached to a university or other institutions of higher learning such as polytechnics and colleges of education. Edoka (2000) argued that academic libraries exist in institutions of higher education such as universities, colleges of technology and polytechnics. Therefore, University of Buea Library (UBL) is an academic library and as such its principal function is to acquire information resources in all forms and formats and in all areas of knowledge, organize and disseminate them to students and lecturers as a prerequisite for teaching, learning, research and outreach. It is a learning center which provides materials that are required for the teaching and learning of all the courses that are offered in the university as well as potential courses that are planned to be offered later by current and future curricula respectively. According to Ntui and Edam-Agbor (2015), the principal functions of an academic library include the following:

- To provide information materials required for the academic programmes of its parent university
- To provide research information resources in consonance with the needs of faculties and research students
- To provide information resources for recreation and for personal self-development of users
- To provide study accommodation in a useful variety of locations
- To provide protection and security for these materials
- To co-operate with other libraries at appropriate levels for improved information services
- To provide specialized information services to appropriate segments of the wilder community

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The iconographic power of a university library expresses a purpose not just to collect, but also to organize, preserve, and make knowledge accessible. Today on several university campuses, the advents of Information and Communication Technology (ICT) and Internet have brought about automation and digitization in countless academic libraries. Automation and digitization have brought a wind of change in the way things are done in academic libraries. In this dispensation, the adequate type of library to identify with is nothing other than electronic or virtual library. In most higher education institutions, electronic library occupies a central position in the educational life of those concerned. In its placement and prominence, the electronic academic library plays an integral role in supporting higher education‟s core missions of research, teaching, learning and outreach.

As higher education keeps evolving at a global scene from one decade to another and from one century to another, practices and services in university libraries correspondingly keep evolving, in order to forge pathways to serve faculties and students more effectively. Academic and research libraries have been early adopters of digital technologies and have provided leadership and training to help remake the academic enterprise. And yet, for all their success in accommodating and even powering recent transformations in higher education, some university libraries in Cameroon, for instance University of Buea Library still needs to ask and answer a series of fundamental questions among which include the following:

- To what extent, and in what ways, is University of Buea Library changing and is more likely to continue changing?
- What new roles have librarians in University of Buea Library assumed (or what new roles will they come to assume) in the face of major transformation such as digital change?
- What aspects of University of Buea Library need urgent transformation?
- What type of new technology has been or is currently being or should be acquired and implemented in University of Buea Library?

In trying to answer these questions University of Buea Library should be able to realize that the years ahead constitute an age of transformation for academic and research libraries. Therefore, if the expected transformation has not yet happened, or is not happening, what is certain is that some days to come it will happen in each and every academic library.

## STATEMENT OF PROBLEM

Global education can hardly be achieved without the acquisition, adoption and implementation of major emerging transformations in academic or research libraries. Academic libraries all over the world are nonresistant in adopting new Information and Communication Technology and Internet neither are they hesitant in adopting automation and digitization. These are major transformations that have been assessed and proven to be the driving force behind modern research in an attempt to ensure global education (Agnew, Kellerman, & Meyer, 2006). For approximately two centuries now (twentieth and twenty-first centuries), academic libraries have been confronting the need to re-conceive and reconstruct the means by which they support lecturers, faculties and students in teaching, learning, research and education. The business of libraries can now be understood as one component of a rapidly evolving, almost wholly transformed environment in which information is proliferating at heretofore unimagined rates and in which the ability of academic libraries to deliver authenticated and reliable information is continuously challenged by new technologies (Todaro, 2007).

According to an investigation fashioned by the Research Information Network and the Consortium of Research Libraries (RINCRL) whose principal objective was to establish a relationship between academic libraries and the use of their services, it was stated that in an electronic academic library, users are primarily pleased with most provided services. The survey conducted by this research group demonstrated how ¾ of research students had trust on the fact that the electronic library of their university equipped them with necessary information and services required for their studies and research. However, the rate at which technology tends to change is fast becoming uncontrollable, also, the proliferation of electronic information and digital awareness tend to exert unbearable pressure on university and other academic libraries. All these raise the issue of how to control what has so far changed and even more importantly, the issue of how to control what is yet to change becomes more preoccupying. Therefore, it is common knowledge that much still needs to be investigated on the electronic academic library and its provision of electronic resources to

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clientele among whom include faculties and research students. It is for this reason that the researcher decided to use students in the Faculty of Health Sciences, University of Buea, Cameroon, in finding out various emerging trends (if there are any) in University of Buea Library and the new face of research towards the realization of global education.

## LITERATURE REVIEW

Greenstein (2000) recognized digitization as a major transformation in academic libraries capable of fueling research to ensure global education. This could mean that academic libraries which are lagging behind in this direction may not be at the fore front of global education. A rather sub emerging transformation from digitization, is what Greenstein (2000) called “digital library service environment.” This refers to a platform equipped with modern technological tools, services and facilities which can all be integrated to work as a unitary entity providing virtual information and resources to users. Even though the way to navigate in order to view, download or manipulate information on a virtual platform may differ, Greenstein (2000) argued that principally, access to digital information is appropriated by a unique search strategy. Even though pathways toward digital access invariably fluctuate, Greenstein (2000) is of the opinion that the so-called digital environment does not have boundaries for soft formats of information.

Etim, Ebong and Gilean (2012) regarded a digital library as a collection of texts, images, etc., encoded so as to be stored, retrieved, and read by computer; or an array of resources available in a well-structured virtual form and disseminated to users either through the Internet or CD ROM or both. It should be understood that digital library is opposed to print library which stores paper based information resources. These authors posit that the latter provides a basis for the digital library. Meanwhile Covi and Cragin 2004 in Okiy (2010) revealed that currently, library users in institutions of higher learning in Nigeria show high affinity to information made available in a soft copy rather than a hard copy, and that this attitude is gradually engulfing the information landscape of Nigerian institutions of higher learning. These authors identified Internet as the emerging technology with the most influential effect on access to information in recent times. Covi and Cragin 2004 in Okiy (2010) stated that Internet can ensure efficient research and thus global education. Furthermore, these authors also identified the new Information and Communication Technology (ICT) as an overall emerging tool that fosters research in academic libraries. In this dispensation ICT has brought a revolution in the way libraries in general handle information. It has thus brought great positive changes to the manner in which academic libraries in particular process information for dissemination (Akintunde, 2006). Consequently, Etim, Ebong and Gilean (2012) opined as follows:

“Global educational development and academic library research are two inseparable and indivisible concepts, both being fundamentally and synchronically related to and co-existent with each other. One cannot be separated from the other. None of them is an end in itself; rather both of them are a means to an ultimate end. One dies as soon as the other perishes. One survives as long as the other exists. This twined-nature concept emerged from the birth of human civilization and rose to posterity through a process of evolution in accord with varied needs, changes, and circumstances of various stages of human life. Library has no meaning if it cannot impart education. A well-equipped digital library is a sine qua non for the intellectual, moral, and spiritual advancement and elevation of the people of a given society. pp. 21-22”

## PURPOSE OF THE STUDY

The main purpose of this study was to use students in the faculty of Health Sciences, University of Buea, Cameroon, in finding out various emerging trends in University of Buea Library, towards the realization of global education. Specifically, the study sought to:

1. Determine whether University of Buea Library provides emerging trends in librarianship.
2. Identify major emerging trends in librarianship that University of Buea Library provides to students in the Faculty of Health Sciences
3. Determine the extent to which students in the Faculty of Health Sciences make use of identified emerging library trends in University of Buea Library when conducting research.

## RESEARCH QUESTION

The main research question of the study was asked thus: what are the various emerging trends in University of Buea Library in accordance with the realization of global education? The following specific research questions were asked:

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1. Does University of Buea Library provide emerging trends in librarianship?
2. What major emerging trends in librarianship does University of Buea Library provide to students in the Faculty of Health Sciences?
3. To what extent do medical students in the Faculty of Health Sciences make use of identified emerging library trends in University of Buea Library when they are conducting research.

## METHODOLOGY

This study was conducted in University of Buea. The population consisted of 1049 students in the Faculty of Health Sciences. Proportionate stratified and simple random sampling techniques were adopted in the selection and use of a sample size of 525 medical students which represented 50% of the population. Consequently, 525 questionnaires titled Questionnaire for Emerging Transformations in Library towards the Realization of Global Education (QETLRGE)were distributed to the respondents. The administration of questionnaires was done in various laboratories, libraries, lectures halls and amphitheatres of the Faculty of Health Sciences. However, 500 copies were returned, representing 95% return rate. For easy understanding of research data computation, non-parametric statistics mainly percentage was used in analyzing respondents‟ points of view.

## DATA ANALYSIS AND PRESENTATION OF FINDINGS

### Demographic information of respondents in FHS

Out of 500 respondents that were used for the exercise, the following information in Table 1 was decoded from their demography.

**Table 1: Demographic information of respondents in FHS**

| Department | Age | | | Sex | | Total |
|---|---|---|---|---|---|---|
| | 18–28 years | 29–39 years | 40+ years | Male | Female | |
| Department of Nursing | 51 | 20 | 09 | 55 | 25 | 80 |
| Department of Medical Laboratory Science | 68 | 37 | 02 | 79 | 28 | 107 |
| Department of Biomedical Sciences | 19 | 10 | 00 | 16 | 13 | 29 |
| Department of Medicine | 157 | 92 | 35 | 200 | 84 | 284 |
| Percentage (%) | 59% | 31.8% | 9.2% | 70% | 30% | 100% |

Source: Field survey, 2020

In all the departments in the Faculty of Health Sciences, 59%, 31.8% and 9.2% of respondents were between the age brackets of 18–28, 29–39 and 40+ years respectively. With respect to sex, 70% and 30% of respondents were male and female respectively.

### Research question 1

Does University of Buea Library provide emerging trends in librarianship?

**Table 2 Distribution of responses on major emerging trends in University of Buea Library**

| SN | Item | SA | A | D | SD | Total agreements | | Total disagreements | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | F | % | F | % |
| 1. | UBL can be accessed remotely | 74 | 118 | 153 | 155 | 192 | 38.4 | 308 | 61.6 |
| 2. | UBL provides ICT services to users | 121 | 118 | 105 | 156 | 239 | 47.8 | 261 | 52.2 |
| 3. | UBL has Internet connectivity | 111 | 149 | 89 | 151 | 260 | 52 | 240 | 48 |
| 4. | UBL is an automated library | 411 | 89 | 00 | 00 | 500 | 100 | 00 | 00 |
| 5. | UBL can boost of having major ICT infrastructure | 377 | 74 | 39 | 10 | 451 | 90.2 | 49 | 9.8 |
| 6. | UBL uses open sources software | 92 | 144 | 119 | 145 | 236 | 47.2 | 264 | 52.8 |
| | **Total** | | | | | | **62.6** | | **37.4** |

Source: Field survey, 2020

Statistics in Table 2 revealed that 38.4% of respondents accepted that University of Buea Library could be accessed remotely. This was opposed to 61.6% of respondents who rejected the fact that University of Buea Library could be accessed remotely. 47.8% of the students who took part in the research accepted that

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University of Buea Library provided ICT services, contrarily, 52.2% of the students declined from this fact and refuted that University of Buea Library provided ICT services to its users. An average response was obtained onthe item which sought to know whether University of Buea Library has Internet connectivity or not. While 52% of respondents attested to the presence of Internet connectivity in University of Buea Library, 48% refused and sounded negative to this fact. Despite all the points recorded for disagreement on a variety of issues, the respondents converged on a single point when they unanimously (100%) agreed that University of Buea Library was undoubtedly an automated library. Consequently, 90.2% of the respondents declared that University of Buea Library could boost of having major ICT infrastructure. This was opposed to 9.8% of the students who refused that there were major ICT infrastructures in University of Buea Library. Concerning the use of Open Source Software in University of Buea Library, only 47.2% of the students agreed to such usage as opposed to 52.8% of the students who rejected such usage.

Cumulatively, 62.6% of students in the Faculty of Health Sciences were positive to questionnaire items on emerging trends in University of Buea Library. This was opposed to 37.4% of the said students who were negative to various questionnaire items on emerging trends in the said library. In conclusion therefore, the medical students in the Faculty of Healthy Sciences, University of Buea, concerted that University of Buea Library is at the forefront of emerging transformations in today‟s librarianship.

**Research question 2**
What major emerging trends in librarianship does University of Buea Library provide to students in the Faculty of Health Sciences?

Similarly, from statistics in Table 2, a lot was revealed concerning the kind of major emerging trends in librarianship which University of Buea Library provided to students in the Faculty of Health Sciences. It was revealed that University of Buea Library:

- Is an automated library
- Has major ICT infrastructure
- Has Internet connectivity

However, it was revealed that University of Buea Library:

- Cannot be accessed remotely
- Does not provide ICT services to its users
- Does not use open source software

**Research question 3**
To what extent do students in the Faculty of Health Sciences make use of identified emerging library trends in University of Buea Library when conducting research?

**Table 3 Distribution of responses on extent of utility of identified emerging library trends in University of Buea Library**

| SN | Item | SA | A | D | SD | Total agreements | | Total disagreements | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | F | % | F | % |
| 1. | In UBL research students make use of Internet | 488 | 12 | 00 | 00 | 500 | 100 | 00 | 00 |
| 2. | In UBL research students make use of OPAC | 121 | 84 | 95 | 200 | 205 | 41 | 295 | 59 |
| 3. | In UBL there are provisions for free online lectures on medical practices to research students | 123 | 114 | 119 | 144 | 237 | 47.4 | 263 | 52.6 |
| 4. | In UBL research students make use of MEDLINE | 333 | 164 | 1 | 2 | 497 | 99.4 | 3 | 0.6 |
| 5. | UBL gives out electronic loans to research students in the Faculty of Health Sciences | 175 | 65 | 100 | 30 | 240 | 48 | 260 | 52 |
| 6. | UBL ensures that users are drilled on electronic medical information literacy | 289 | 179 | 19 | 13 | 468 | 93.6 | 32 | 6.4 |
| | **Total** | | | | | | **71.57** | | **28.43** |

Source: Field survey, 2020

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Statistics in Table three revealed that all the research students (100%) made use of Internet in the library of University of Buea. Contrarily, 41% of the respondents acknowledged that in University of Buea Library, research students make use of Online Public Access Catalogue, as opposed to 59% of the said students who refuted. Concerning provisions of free online lectures on medical practices to research students in the Faculty of Health Sciences, 47.4% of the students affirmed its possibility, whereas 52.6% refuted such possibility. However, 99.4% of these students were of the opinion that in University of Buea Library, research students made use of MEDLINE, and this was contrary to 0.6% of the said students who were of the opinion that MEDLINE as a facility never took care of their research need. In the same way, 48% of these students accepted that University of Buea Library gave out electronic loans to research students in the Faculty of Health Sciences while 52% of them declined to this questionnaire item. Lastly, 93.6% of the respondents affirmed that University of Buea Library, ensured that users were drilled on electronic medical information literacy whereas 6.4% of the said respondents had a contrary opinion to this point of view.

Summarily, Statistics in Table 3 revealed that 71.57% of respondents generally showed a high extent of using identified emerging library trends in University of Buea Library when conducting research. This was in contrary to 28.43% of respondents who demonstrated no tendency toward the use of identified emerging library trends in the said library. In all, every respondent agreed to have used the Internet for research purposes. Other areas which the medical students highly deployed for research purposes were revealed to include MEDLINE and electronic medical information literacy. On the other hand, it was ascertained that in University of Buea Library, research students did not make use of OPAC, the said library did not give out electronic loans to research students and there were no provisions made by the library to offer free online lectures on medical practices to research students.

## DISCUSSION AND CONCLUSION

Global education cannot be realized anywhere in the world without a central role played by academic or research libraries. It is logical to underscore that research can primarily be looked upon as the fuel for global education. Research, however, does not occur in the air. It is provoked by the presence of nuisance, engaged by an individual (researcher) and fostered or driven by a well-equipped and functional academic library. This depiction is an illustrated narrative of how an academic library can foster research toward the attainment of global education. Students in the Faculty of Health Sciences, University of Buea, are young researchers who are keen on deploying modern services (emerging trends) offered by University of Buea Library so that the education they have on campus should conform to global standards.

Little wonder, Todaro (2007) is of the opinion that an academic library ensures global education by supporting and facilitating faculty teaching activities while helping undergraduates to develop adequate research and information literacy skills. An academic library therefore provides active support that helps increase the productivity of faculty research and scholarship (Todaro, 2007). The library pays for resources faculty members need, from academic journals and books to electronic databases and e-resources. In this regards, it fosters research by serving as a repository of resources; in other words, it archives, preserves, and keeps track of resources.

To begin with, University of Buea Library is an automated library having major ICT infrastructure capable of offering Internet connectivity to users. This is why Covi and Cragin 2004 in Okiy (2010) revealed that in the last couple of years, students and lecturers in Nigerian tertiary institutions have increasingly demanded and preferred access to electronic sources delivery and networked information from their respective libraries. Therefore, any academic library which stands tall amidst provision of services of this nature, affirms the reason why Greenstein (2000) opined that digital libraries have the capability of extending the breadth and scale of scholarly and cultural evidence and supports innovative research and lifelong learning.

University of Buea Library offered Internet facility to its users, provide its users with the medical package called MEDLINE, and drilled its users on electronic medical information literacy. These are functions that are expected of today‟s librarianship. Consequently, Etim, Ebong and Gilean (2012) opined that “global educational development and academic library research are two inseparable … concepts, both being fundamentally … related … one dies as soon as the other perishes and one survives as long as the other exists.”

Although it is ascertained that University of Buea Library provides emerging trends in librarianship, much still need to be desired of services this information platform offers. In this modern dispensation characterized by the advent of the new Information and Communication Technology, it is not too appealing to ascertain

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that there exists an academic library on the surface of the Earth which cannot be accessed remotely by its users, and which does not provide ICT services to its users. As if this is not enough, it is somewhat unpopular to come to term with the fact that there still exists an academic library which counts itself amongst those that do not use Open Source Software. Furthermore, it is awful to state that an academic library in the 21st century is limited by; failure to offer free online lectures to its users, inability to give out electronic loans to its users, and failure to make use of OPAC. On this basis, strong recommendations became inevitable to the proper functioning of University of Buea Library.

## RECOMMENDATION

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

1. The top management of University of Buea amongst whom include the Vice Chancellor, University Librarian, Registrar, Deputy Vice Chancellors and other key stake holders should relentlessly consider making frantic efforts toward the digitization of University of Buea Library. In this way, almost all the ICT related problems currently faced by this library will be naturally resolved. If University of Buea Library is digitized, it will automatically be more appealing to its users since it will:

- Be accessed remotely by its users
- Provide ICT services to its users
- Offer free online lectures to its users
- Be able to give out electronic loans to its users
- Highly make use of OPAC
- Highly make use of Open Source Software

2. The university authorities from top to bottom including His Excellency the Minister of State in charge of Higher Education, the Vice Chancellor of University of Buea, the University Librarian and all other related stake holders should consider improving on the budget of University of Buea Library. If this is done, there are high stakes that many more ICT related infrastructural equipment will be acquired for the said library and this will in turn boost a high utilisation of this library while soliciting a high student turnout at the library.

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# The importance of improving students' professional competence of technological education in naqshbandiya tarikat (path of spiritual development)

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**ABSTRACT**

*The article reflects the importance of improving the students' professional competence in technological education through Naqshbandiya tarikat (path of spiritual development).*

***Keywords:*** *competence, professional competence, global innovation index rating, enlightenment, membership, continuity, spirituality, future generation, self-development, self-analysis, sharia, tarikat (path of spiritual development), truth, mysticism, murid, religious values, religious rules, knowledge, skills, abilities, pedagogical skills, entrepreneurship, activity.*

## INTRODUCTION

**Relevance.** In our modern way of life, there is a growing labor integration, professions and specialties combination.

Of course, in such conditions, one of the factors ensuring the our society development and economic growth is spiritually competent training of teachers who can solve various problems responsibly, think creatively, adapt to the ever-changing reality.

One of the current problems of the modern education system is how to develop the future teacher's professional competence, to increase his professional training.

In 2018, it was adopted the Presidential Decree "On approval of the innovative development strategy of the Republic of Uzbekistan for 2019-2021". The main purpose of this decree adoption is to ensure that by 2030 Uzbekistan will be among the top 50 countries in the Global Innovation Index. [1]

The development of the country begins with the education system reform.

"Why is pedagogical education reform so important? The teacher's personality is a central link in any education system. He is the key person: just as the teacher is, so are the students (their knowledge, skills, perceptions). So, the state economy is formed accordingly. It is up to them to decide whether to enter higher education or to have a highly educated and fearless generation in our society that will look to the future with confidence in a few years."[2]

The basic developing education system concept is to ensure continuity and continuity in education. Higher education institutions are the leading link in the continuing education system of the Republic. But this does not mean that the higher education development alone is sufficient in the education system development. Therefore, both pre-school education, school and higher education, as well as post-secondary education must follow the path of integrated development, directly linked to each other. A technology science teacher, unlike other science teachers, is involved in pedagogy, technology, and entrepreneurship, and it is in some ways universal, but its universality is limited to a certain extent by the content of the State education standard, qualification standards, and professional activity problems.

Reforms in the education system, like all areas, did not bypass the technological education

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direction. By the Decrees of President Sh.M.Mirziyoev, 6 directions in pedagogy, including technological education, were changed from 4 to 3 years of study. This purpose was to reduce the number of subjects that are not needed in the students' professional activities and to teach them the main specialties, using the education modular-credit system. These measures are being taken to develop the education system so that every university student can become a highly qualified, educated and qualified staff.

Since the 30s of the last century, many domestic and foreign scientists and educators have conducted research to improve the professional skills of future teachers. For example A.S. Makarenko, Yu.F. Golovin, N.G. Kushkov, N.D. Levitov and others. Also in the 50-60s of the last century, F.N. Gonobolin, A.G.Kovalev, K.K.Platonov, S.N.Arkhangelskiy and others conducted research on the pedagogical skills and professional skills formation in teachers through a psychological approach to training. Later, a number of scholars (A. I. Shcherbakova, N.V.Kuzmina, I.T.Ogorodnikov, O.A.Abdullina, S.I.Zinovev, Z.F.Esareva, G.A.Zasobina, M.Lutfulloev, F.Sharifzoda, I.Kh. Karimova, N.D.Khmel) highlighted acquiring knowledge, skills and qualifications problems through a special approach in the future teachers training in the higher education system on a particular science teacher example.

A.S.Valeev and A.V.Grishin studied the developing professional and personal qualities problem of a technology teacher in higher education.

In the monograph of S.Y. Akhmadaliev "Methodological bases of future teachers' pedagogical training of labor education" reflects such issues as the pedagogical and psychological conditions creation for professional and future teachers' personal development in higher education institutions and the criteria substantiation for determining the professional competence level.

The technology teacher's training problem requires special analysis and research in the modern conditions light. The educator's professional competence is directly related to the professional skill concept. Researchers of this problem N.Azizkhodjaeva, A.Aliev, Yu.A.Akhrorov, A.A. Verbitsky, R.Kh.Juraev, B.R.Juraeva, J.G.Yuldashev, S.M.Markova, G.M.Makhmutova, L.M.Mitina, A.G.Morozov, U.N.Nishonaliev, M.Ochilov, B.Rakhimov, N.Saidakhmedov, A.R.Khodjaboev, A.A.Kholiqov, N.Shodiev, O.Khaydarova, A.A.Khamidov in their research have developed methods and technologies for the pedagogical skills development of future teachers.

**Pedagogical skill** is a high pedagogical thinking, a conscious, creative approach to the educational process, the ability to effectively apply methodological knowledge, it consists of a continuous study of pedagogical knowledge, the values of the past, the coaches training reflected in the creative heritage of Central Asian thinkers, as well as modern information technologies, portal news, theoretical study of advanced teacher training technologies. [3]

The problem of teacher's professional competence formation has been studied by a number of scientists, such as V.Adolf, I.Zimnyaya, A.Karabaeva, N.Kuzmina, N.Muslimov, Sh.Sharipov. The researches of Sh.R.Urakov studied of diagnostics system of the future college teachers training process in higher education institutions, the content, form, methods and means of innovative training of future teachers in the professional competence formation.

It should be noted that in the process of studying and analyzing the scientific and pedagogical literature, the concepts of "competence" does not consist only of such concepts as knowledge, skills and abilities. At the same time, the teacher must have the ability to feel the problems, aspiration to the goal, adaptability to the situation, will, independent decision-making and the ability to apply our values, rich spiritual heritage in educational activities.

It is well known that the teaching profession is a very responsible profession and requires a variety

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of integrated knowledge and skills. A technology teacher not only imparts knowledge to students in the future, but also develops in them certain professional skills. In this case, the teacher must have high qualifications and professional skills in the preparation of the given items. In order to achieve this result, in addition to knowledge and skills, the teacher must have the ability to influence students through his or her own tested style, teaching and learning. In addition to imparting knowledge to students during the course, it is necessary to develop in them the skills to work and to educate students through labor in higher education institutions. In Naqshbandiya tarikat (path of spiritual development), great attention is paid to labor education, the role of profession in educating people.

"Sufism is a doctrine that originated in Islam heart and calls for perfection at the level of reaching Allah, which has a positive effect on the spiritual mankind development. In the history of Islam, several tarikat (path of spiritual development) of mysticism were formed, spread, and supporters emerged around them.

In particular, "Naqshbandiya" is the last of the mystical tarikats (path of spiritual development). It was formed in the XII century by Khoja Abdulkhaliq Gijduvani (1103-1179) as a khojagan tarikat (path of spiritual development). In the XIV century, it was perfected by Khoja Bakhauddin Naqshband (1318-1379) and was called the khojagan- Naqshbandiya tarikat (path of spiritual development).

From the XV century, on the initiative of Abdurakhman Jami, it was called "Naqshbandiya". Today, there are followers of this tarikat (path of spiritual development) in many countries around the world." [4]

It is no coincidence that Naqshbandiya tarikat (path of spiritual development) was chosen among the Tarikat (path of spiritual development).

The reason for this is Naqshbandiya tarikat (path of spiritual development), like its predecessors, taught not to be secular, but to live by honest, pure labor and, of course, to be a professional, and a person without a profession or profession was not accepted into this tarikat (path of spiritual development). When we say Naqshbandiya tarikat (path of spiritual development), we should mean Khoja Bakhauddin Naqshband and other great representatives of the Naqshbandiya tarikat (path of spiritual development) such as Mukhammad Porso and Khoja Akhror Vali.Their rich spiritual and enlightenment heritage has not lost its educational and pedagogical significance. Influencing the human mind is to give it a moral upbringing, the best way to start on the right path is to give it a religious upbringing.

Sheikh Mukhammad Sadiq Mukhammad Yusuf, one of the great saints who lived in our country and enlightened the minds of our people with his enlightenment, resembled science, enlightenment and Islam to two wings of a bird. It is like a bird without wings, whether it has faith or knowledge or vice versa. Because a bird cannot fly with one wing. That is why we need to educate our students, to teach them the profession, as well as to form their spirituality through faith, religious knowledge, including mysticism knowledge.

Naqshbandiya tarikat (path of spiritual development)ида инсон барча ишда комилликка эришмоғи фарз саналади. Whether it is a strong love for God or a love of one's profession, the spiritual development path is the perfection basis in all things. As we educate future educators, we first educate them in areas that are relevant to their future chosen careers. But in doing so, we rarely use religious knowledge, which is a powerful motivator to achieve perfection. The main motto of the Naqshbandiya tarikat (path of spiritual development) is «Dil ba yoru dast ba kor!» that is, the motto that the heart should be busy with the remembrance of Allah and the hand should be busy

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with work is known throughout the Muslim world. The teachings of Hazrat Bahauddin are based on the same thing, that is, to find an honest food with one's own hands, and the heart to be in the remembrance of Allah.

We need to inculcate in the minds of students the Naqshbandi tarikat (path of spiritual development) qualities, such as living honest life and pure work, learning a profession, being honest and humble in all circumstances, as a force that leads man to perfection. This information can be conducted outside of class or in other disciplines, as well as through special spiritual and educational activities for students. In increasing the professional competence of a student technological education, the main emphasis should be on his professional acquisition, knowledge and spiritual development acquisition. In this way, we prepare it for future professional activities, as well as see it as a factor leading to our society development and our economy growth.

Sheikh Saadiy said:

It's just a place of prayer and tasbeh-u hirqa
Unless it is formed by the tarikat (path of spiritual development).
If you know what that Tarikat (path of spiritual development) means, my friend,
This is a service to the people, a service only!

The current student is the future teacher. The teacher is the one who gives knowledge, profession and, above all, nurtures them as human beings to our young people, who are the builders of our future. Therefore, we should focus all our efforts and experience on educating future teachers. These tasks cannot be accomplished without studying our rich spiritual and enlightenment heritage left by our great ancestors.

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